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ABSTRACT

Refugees need assistance in acquiring the information and skills needed to survive and to adapt in their new culture. A comprehensive and varied orientation program is one of the most effective ways to provide refugees assistance in working through the emotional and psychological aspects of adjustment to their new environment. This guide discusses ways to provide the type of orientation refugees need, extending from highly organized efforts to less formal approaches. It considers the meaning of orientation and ways of determining the type of program or approach that is appropriate to different situations. It then discusses how to set up the program and determine if the program is working. Finally, the guide suggests activities and techniques and provides information on other resources both refugees and helpers can turn to. Each of the sections is illustrated by specific examples of lesson plans, forms, sample curriculum outlines, and detailed explanations of activities. At the end of the guide is a series of sample lessons on American family attitudes, food and nutrition, and attitudes toward work. These lessons are intended to integrate all that has been discussed in the preceding parts of the guide. (Author/AMH)

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Planning and Implementing CROSS-CULTURAL ORIENTATION PROGRAMS for Refugees

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Planning

and Implementing

CROSS-CULTURAL ORIENTATION PROGRAMS

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CONTENTS

INTRODUCTION 1

WHAT IS ORIENTATION 5

FOLLOWING THE ADJUSTMENT CYCLE 7

DECIDING WHAT YOU NEED 10

APPROACHES TO NEEDS ASSESSMENT 12

GOALS OF THE PROGRAM 18

PLANNING A PROGRAM 19

INTAKE AND ASSESSMENT 19

RECORDKEEPING 21

WHERE TO HOLD THE PROGRAM 21

COSTS OF THE PROGRAM 22

SCHEDULING 22

TRANSPORTATION 25

CHILD-CARE 26

THE PROGRAM STAFF 26

Hiring and Screening 26

Staff Orientation 28

WHAT ABOUT LANGUAGE? 29

ADVISORY COMMITTEE 30

THE PROGRAM ITSELF 31

The Program Curriculum 32

HOW DO YOU DO ORIENTATION? 39

Techniques and Strategies 39

Materials 47

Activities 50

SAMPLE LESSON 77

EVALUATION 90

CHECKLIST 91

RESOURCES 92

INTRODUCTION

Travelers and immigrants to a new country generally spend some time thinking about the experiences they will face. Time is spent deciding what life will be like in the new place: which things may be similar, which things will be different, and what preparations (e.g., learning a language, new customs, clothes to take) are needed. Additionally, travelers, including military and workers assigned overseas, know that their time in the new country is limited. They may take advantage of the novel experience by sightseeing, making new acquaintances, and learning about the culture and customs of the country. No matter how different or difficult life may sometimes be in the new culture, they can always look forward to the comfort and security of returning home.

Immigrants make a conscious decision to leave their home and country to seek a different life. While life in the new place may not always be that which they had envisioned, they nonetheless were able to choose to live there. Most immigrants also have the "luxury" of being able to return to their native land for a visit, or of changing their minds about emigrating.

Refugees, however, flee their home country out of concern for their own lives and safety and those of their families. Whether their

lives are in immediate danger or they face the prospect of long-term persecution, they have little time for thought or planning, except to determine how they will flee. Upon reaching a country of first asylum, refugees may have little control over their subsequent fate. Their destinies are linked to international politics and diplomacy and to the situation in their home country. They may wait months, or even years in camps, languishing in uncertainty, not knowing whether they will continue merely to wait, whether they will be repatriated, or whether they will be given a chance to start a new life in another country.

After refugees arrive in their final country of asylum, they face the difficult process of adaptation. While some recently arrived refugees from Southeast Asia have participated in an intensive twelve-week English-as-a-second-language and cultural orientation program, many refugees do not have this opportunity. Upon arrival in the United States, they feel disoriented, anxious and insecure. Most refugees have experienced varying degrees of tragic and traumatic conditions in fleeing their countries, in addition to the distressful uncertainty of months or years of waiting in refugee camps. Frequently, refugees awaiting resettlement in the U.S. receive misinformation, often from relatives or friends who have resettled, which gives rise to unrealistic expectations of what American life will be.

Before refugees resettling in the U.S. can achieve a normal degree of self-reliance within American culture -- before the refugee can function satisfactorily at home, in school, on the job and in the community -- there may be several barriers to overcome:

- *LINGUISTIC ISOLATION*

  If the refugees cannot communicate in English, they may feel "shut out" from most opportunities which exist in the U.S., as well as from informative and

meaningful contact with other Americans.

- *CULTURE CLASH*

  Many refugees come from areas with customs, beliefs and cultural characteristics which are different from those in the United States. Suddenly they find that what they may have grown up thinking and doing is gone or discredited as being inappropriate and has to be changed.

- *NON-TRANSFERABLE JOB SKILLS*

  Many refugees made a living for themselves and their families in ways that are not comparable to work in the U.S. A lifetime's experience of farming, fishing, herding, even being a lawyer or doctor in the native country, may not be easily transferred to available jobs in the U.S.

- *REFUGEE TRAUMA*

  Most refugees experience some degree of trauma after resettlement. This may range from such things as mild depression, "survivor's guilt," and distress for family left behind, to extreme cases of depression, fear, or even suicidal tendencies.

- *STRANGE ENVIRONMENT*

  In the U.S., refugees may have to live in surroundings that are totally alien to them. For example, for refugees from warm climates the concept of "cold" may be very hard for them to grasp and they may have a real fear of winter weather. They may be going from life in a tent or thatched hut with a dirt floor, to life in concrete and steel buildings with linoleum floors; from cooking on an open fire to cooking on an electric burner, and so on.

None of these barriers is insurmountable, but people usually need help to overcome them.

Refugees need assistance in acquiring the information and skills needed to first survive, and then to successfully adapt in their new culture. Books and materials can provide them with some information. However, for refugees who have had little or no formal education, such things are of little use. These refugees will need other types of assistance. Books and materials cannot completely teach how to interact with the other people in a culture. One of the most effective ways to work through the emotional and psychological aspects of adjusting to life in a new culture is through a comprehensive and varied orientation program.

This guide will discuss ways to provide the type of orientation that refugees need. In talking about an orientation program, it refers not only to structured, highly organized efforts, such as classes or training sessions, but also to less formal approaches.

This guide will first consider what we mean by orientation. It will then discuss ways of determining the type of program or approach that is appropriate to different situations and discuss how to set up the program and determine if the program is working. It suggests activities and techniques to use with people from different cultures in helping them understand and cope with the "American way of doing things." It also provides information on other resources that the refugees and helper can turn to.

WHAT IS ORIENTATION?

In this guide we will consider orientation to be the process of acquiring the information and skills necessary to gradually adapt to a new society or culture, in this instance American culture. An orientation program should develop the skills needed to interact in an appropriate and satisfying manner with other people and with the surrounding culture. These may be external skills such as greeting people, using appliances, or making phone calls, or internal skills such as realizing the intention of a co-worker who makes a teasing remark, or understanding why something is done a certain way.

Orientation should first address those areas which involve satisfying basic needs such as food, shelter, clothing, and health, both physical and mental. Once these basic needs are met, a person will still have other questions and needs which will have to be addressed for him to become a self-sufficient, contributing, and well-adjusted member of American society. These will include employment, education, transportation and communication, health care and sanitation, social systems, coping with the environment, religious and ethnic group practices, customs and manners, history and government, and so on.

Orientation can be addressed to two levels: the overt, external behavior that is observable and fairly easily identifiable, and

the internal, unconscious behavior that may be seen only with considerable introspection. The ways in which these levels interact may be subtle. Refugees who may now dress like Americans and live in the same types of houses as Americans and even shop and eat like Americans, may have accepted these changes without realizing how they can retain their own values and practices and still adapt to American life. "Mental customs" -- patterns or modes of thinking or feeling -- are much more difficult to identify and untangle than are habits and overt customs such as eating or dress. Frequently, when we try to apply our own beliefs, values, attitudes to a new culture which interprets these differently, conflict can result. It can be very difficult to accept the fact that the world no longer accepts your system of values, beliefs and attitudes, or that what was once normal and acceptable has become strange or even offensive. The goal of orientation is not to lead someone to abandon everything that is native. It is, however, important to understand the differences that make a difference, and the similarities that are significant between the two cultures.

It is necessary to learn about and understand the new culture to be able to adjust to living with the differences and accept the possibility of incorporating the differences into your own value system and beliefs. A person who adjusts externally, who has a job, goes to school, and takes care of the family, may still encounter some very serious problems if he has not adjusted internally. The external orientation is easier to accomplish and will usually happen first. It is usually only after a person has been in a new culture for a while and can cope, that the pressure for merely surviving eases and the person has the chance to sit back and look inside himself. Not everyone is disposed to doing such a thing on their own, to examining the beliefs and values that they grew up with and to see how they might have been challenged or even negated by the new culture.

The process can be facilitated as can the adjustment to the external environment and behaviors of a culture.

FOLLOWING THE ADJUSTMENT CYCLE

In any new cultural situation, there is a fairly predictable cycle of adjustment. This is also true for refugees. Initially there will be the excitement or euphoria of finally being in the United States. This may not always be obvious to the American observer, since the way people from other cultures may show emotions (or may not show them) can be quite different from the American reaction. Also, the excitement may be tempered by the exhaustion or trauma of the voyage or years of waiting. Refugees from cultures that do not have anything resembling American technology can initally feel overwhelmed by the difference and the novelty.

As the differences and the task of building a new life in the United States become more obvious to the refugees, as they face the daily problems of adjustment and experience, what is commonly called "culture shock," they can very easily become depressed and discouraged. Again, this is true for anyone who must adjust to a new situation, whether it be a new culture, a new job, a new school, a new home. This is not something that refugees alone experience. Sponsors also face culture shock and sometimes discouragement and depression in wondering if the refugees they are helping will be able to provide for themselves and cope. Serious difficulties arise, however, when a person gets stuck in this stage of the cycle.

Normally, as the strange new ways become more familiar, things start to sort themselves out and people begin to adapt. Adjustments and compromises are made. American life may start to make sense or at least may become more acceptable. As the refugees start to acquire

language and culture skills in their new home and as the Americans they come into contact with get to know them and their cultural backgrounds, the earlier stress and conflict, the "shock" of the cultures coming into intimate contact, may be lessened. Successful cultural adjustment may be seen as the point where the refugees have adapted to living in the United States, but without losing the native values and beliefs that are most important to them. Likewise, for Americans, these refugees' values and beliefs can be accepted and seen as equally valid ways of viewing and participating in day to day life.

In the initial stages of adjustment, it is difficult to know how a person will deal with culture shock when it comes. Each person's cycle follows a different timetable. One person may take three months to adjust, another may take years, still another may never quite be able to get past the culture shock stage. When faced with problems of daily living where things are done differently from before, it may take almost all one's energy to be able to learn and adjust to the differences in behavior and environment. There is little or no energy left to think about what the changes may be emotionally or psychologically.

Any orientation effort needs to consider the adjustment cycle. Spending time initially discussing how a person feels about the differences in the new culture may be wasted effort if the person is primarily concerned about finding a job, a place to live, and a way to feed his family. Likewise, spending time later on to provide extensive information about different kinds of insurance, for example, may be wasted on someone who already manages quite well with the system but feels that his children no longer show any respect, or her husband doesn't trust her out alone on the job like other American women, or their parents are just too old-fashioned for life in the U.S.

Part of the intake assessment of the refugees who will be participating in your orientation program, whether it be a formal class or informal tutoring, should be an attempt to determine where they are in the cycle of adjustment. This will help you in determining whether the focus of orientation should be aimed more at external sorts of things, at internal, or be a fairly equal combination of both. Since it is virtually impossible to address one level exclusively without the other, it is largely a matter of emphasis.

DECIDING WHAT YOU NEED

Determining what type of program you need and the resources and facilities required, is most easily done through a process referred to as a needs assessment. A needs assessment can be as simple as asking someone what the problem is, or as complicated as in-depth surveying using statistical measures and validation procedures. What may be appropriate in one situation may not be needed in another. Frequently, information which is collected by elaborate needs assessment activities may be found in much simpler and cheaper ways.

No matter what the approach, it is important to include in this decision-making process some individuals who experience "the need." Thus, in setting up an orientation program for refugees, it is important to have refugee input. Essentially, the overall goal in orientation for refugees is to enable them to function acceptably in various domains in the United States. Goals for a specific program can be more narrowly focused.

Basically, needs for refugees may be concerned with:

- housing
- jobs
- food and nutrition

- health
- communications
- transportation
- money/credit
- shopping
- community resources
- emergency measures
- taxes
- insurance
- schools and education
- American customs and manners
- right and responsibilities

Refugees do not necessarily need to learn all of this information at once, or everything that a person can possibly know about each subject. Most Americans have an awareness about each and know where to go if they need more information about any one of them. In some American households, for example, the wife may do all of the grocery and clothes shopping. The husband may know very little about which stores carry what items and where you get the best buys. However, the husband could find out if he needed to. You should not expect orientation to tell the refugees everything they need to know, but it should at least provide enough information for the refugees to know how to get more information when they need it.

An orientation program may have goals that involve some or all of these needs, or may include others not mentioned here. In addition, needs can change, and programs must change to meet these changing needs. Thus, needs assessment needs to be on-going.

APPROACHES TO NEEDS ASSESSMENT

How complicated or extensive your needs assessment may be will be determined by the amount of time you have and the other resources at your disposal. Essentially, a needs assessment is a process of gathering information, which in turn will provide the basis for organizing your program. There are basically two types of information you can gather:

- *QUANTIFIABLE INFORMATION*

Quantifiable data, information that can be easily counted or assigned a numerical value, is the easiest to analyze, but not necessarily the most useful to have for the purposes of designing an orientation program. Information that is easily quantifiable includes such things as age, sex, ethnic group, length of time in the U.S., amount of formal education, or the amount of training or instruction in English.

- *QUALITATIVE INFORMATION*

Qualitative data, such things as a person's opinion, statement of general information, responses to questions that have several possible answers or interpretations, are more difficult to analyze. How you choose to look at such data depends upon the type of information you are looking for. You may wish to look for patterns in the way people responded or in the comments they made; you may want to list all of the answers on a particular subject; or you may make comparisons of the information provided by one person or group to that provided by another. Knowing that the police have a problem understanding refugees who call and give their name and address in an emergency situation may tell you more about the type of orientation needed than knowing that 70% of the refugees in your

community do not have telephones.

To gather both types of information, there are a number of possible approaches you can use:

- *ANALYSIS OF EXISTING RECORDS*

Looking at records kept by, for example, social service providers, can provide valuable information about the needs of refugees (though privacy act laws must be remembered). Census records or address information might tell you where most of the refugees live and whether a program or service is accessible to them. You should try to find out how much information is already available before you go out to get more. Knowing what already exists will help narrow down the information that you still may need.

- *KEY INFORMANT*

This procedure involves selecting people from the target population who you feel are reliable spokespersons for the group as a whole. These key people are then interviewed, surveyed, or asked to respond to a questionnaire. The information gathered from the key informants is then generalized for the group. Key informants may also be selected from those who work closely with the target population.

- *COMMUNITY FORUM*

A meeting can be planned which will enable people to present their concerns. This may also be called a "town meeting" or a "speak up." Someone must chair the meeting who can record the concerns or information, maintain order, remain impartial and non-judgmental, seek clarification of what is specifically meant by a participant's statement, and provide each person an opportunity to speak without monopolizing the time allowed.

- *FIELD SURVEY OF COMMUNITIES OR INDIVIDUALS*

Field surveys are generally conducted through interviews or questionnaires, either administered in person, over the phone or through the mail. An interview allows for person-to-person contact, whereas a questionnaire relies more heavily on the written word.

- *INTERVIEWS*

Interviewing allows you to gather information from people in the target population who do not have reading and writing skills. A skillful interviewer can elicit more complete information through an interview than is possible through a questionnaire since in an interview a person is free to emphasize certain points or provide incidental information that may reveal some important patterns or trends within a community.

Interviewing has its drawbacks, however. Scheduling interviews may be a problem, especially if people work, attend classes, or live in more remote areas. It is difficult for even experienced interviewers to remain totally objective throughout an interview, so there is usually some interviewer bias. Finally, information gathered during an interview may be open to more than one interpretation and answers to open-ended questions (as opposed to yes/no or questions requesting specific information such as age, length of time in the U.S.) may be difficult to record and quantify.

- *QUESTIONNAIRES*

Using questionnaires for gathering information also has its assets and drawbacks. Administering a questionnaire requires considerably less time and individual effort on the part of the surveyer than do interviews. People can complete questionnaires at their own pace and can respond anonymously. Since a questionnaire gives everyone the same questions in the same order, the

problem of interviewer bias is avoided. Information on questionnaires can be easily tabulated and analyzed.

On the other hand, if used with people with little or no literacy or ability to write, another person must read the questions to them and mark the answers. Moreover, it's difficult to get people to respond to the questionnaires they receive, so the return rate for completed questionnaires may be anywhere from 10% to 75%, rarely higher. Questions that are not understood or are difficult to answer may be left blank. Finally, it is difficult to control who actually completes the questionnaire. A questionnaire sent out to refugee heads of household may in fact be completed by one of the children if the child is more literate than the parents.

There is no one approach or method that is inherently better or more effective than another. Usually, some combination of them is used to provide as complete a picture as possible of what the real situation and needs are. You must consider your target population and select an approach that is acceptable to them and at the same time will provide you with reliable information. Sending out a questionnaire in English to refugees who do not know the language, or even a questionnaire in the refugees' own language when most of them cannot read it, will not work. Going to a refugee's house to interview the wife without asking the husband's permission first for refugees from traditionally male-dominated cultures will create a barrier not easily overcome. Asking questions which require yes/no answers of refugees whose cultures place a high value on being harmonious and saving face will most likely yield a majority of "yes" answers regardless.

To assist you in putting together a needs assessment approach that is best for your situation, you may refer to the chart on page 16-17 which summarizes the different possibilities and what each requires.

SUMMARY OF NEEDS ASSESSMENT APPROACHES

ANALYSIS OF EXISTING RECORDS

Examples of Information:

- Quantitative
  - Ethnographic statistics (age, sex, family size, location, socioeconomic status, etc)
  - Number and location of existing programs/resources
  - Community program/resource usage statistics
  - Public opinion statistics
- Qualitative
  - Types of existing program/resources
  - Evaluative reports on program/resources
  - Public opinion statements

Application:

- Access to records must be secured
- No need for special facilities (i.e. office, support staff, etc.)
- Can be collected via mail, in person
- May be possible to gather from a central location (eg. library, government administrative office, regional agency office)

Comments:

- Must follow privacy act laws on access to certain types of information

KEY INFORMANT

Examples of Information:

- Quantitative
  - Ethnographic statistics for informant/informant's family
- Qualitative
  - Personal opinion/attitude
  - Personal evaluation of general situation
  - Representative statements of group position /need

Application:

- Must find "representative" informants for groups concerned
- Can use interview (phone or in person) or questionnaire
- Can get reliable information using a relatively small number of informants if carefully chosen

Comments:

- Key informants must be carefully selected
- Manner of acquiring information can be informal

COMMUNITY FORUM

Examples of Information:

- Quantitative
- Qualitative
  - Personal opinion/attitude
  - Group opinion/attitude
  - Representative statements of position/needs of group(s)

Application:

- Need to have a place to meet and establish date and time
- People need to be made aware to attend (publicity)
- Need an impartial chairperson and recorder for the meeting
- May need to provide interpreters for limited English speakers to participate

Comments:

- Good approach in impacted or densely populated areas
- May not work well in a geographically dispersed area
- May not attract a balanced or representative sample of the community

FIELD SURVEY

Examples of Information:

- Quantitative
  - Questionnaire responses
  - Ethnographic statistics
- Qualitative
  - Interview responses
  - Personal opinion/attitude

Application:

- Can be done by interview (phone or in person) or questionnaire (mail or in person)
- Reaches a large number of people
- Can reach a broad geographic area
- Depending upon extent of the survey, a central office, staff and support services may be needed
- Interpretation/translation will be necessary for limited English speakers in surveyed group
- Can be done randomly or targeted to specific group(s)

Comments:

- Can use combination of ways for collecting information
- Information collection and analysis can be time-consuming if done with large or dispersed population

INTERVIEWS

Examples of Information:

- Quantitative
- Qualitative
  - Personal opinion/attitudes
  - Personal evaluation of general situation
  - Personal interpretation/elaboration of questions/issues

Application:

- Can be done via phone or in person
- Scheduling arrangements must be made for in-person interviews
- Provisions must be made to travel to interview site
- Phone interviews can be done randomly or targeted to specific groups
- Need staff as interviewers
- Interpretation or bilingual staff will be necessary for limited English speakers

Comments:

- May have problem with interviewer bias
- Interviews are time-consuming
- Information collected can be interpreted in more than one way
- Responses may be difficult to record and quantify
- Can obtain very detailed information

QUESTIONNAIRES

Examples of Information:

- Quantitative
  - Ethnographic statistics
  - Closed question responses
- Qualitative
  - Open question responses
  - Personal opinion
  - Personal evaluation of issue

Application:

- Can be done via mail, phone or in person
- Interpretation/translation will be necessary for limited English speakers
- Can reach a large group
- Can reach a broad geographic area
- Can be done randomly or targeted to specific group(s)
- Need facilities for producing copies of the questionnaire

Comments:

- Return rate on questionnaires fluctuates 10% to 75%
- Written questionnaires require literacy skills
- Questionnaires can be completed anonymously
- Information can be easily tabulated and analyzed
- Some questions/items may be left blank
- Difficult to control who actually completes questionnaire

GOALS OF THE PROGRAM

A goal is a statement of an intended or desired outcome. As you obtain information from your needs assessment you will be able to focus more specifically on the goals for the program. You should define the program's goals as clearly as possible in order to set up your curriculum, or the actual materials and methods you will use. In focusing on the goals, you should also set a reasonable time frame for meeting them.

Once you have determined the actual orientation that is needed by the refugees in your area, you can set about planning your program.

PLANNING A PROGRAM

INTAKE AND ASSESSMENT

Although you will have a fair idea of who the orientation is planned for, it is important to find out about the specific program participants since the refugees being served will vary. You will not only need to know where they are from and what languages they speak, but also what their goals are and when they would be available for orientation. If the refugee attends other classes such as ESL or vocational training, or works, or has children to take care of, this will all affect when the person might have time for orientation, as well as the type of orientation the person might need.

A sample form is included on page 20 to serve as a guideline for you. You may want to ask some or all of the questions, or you may think of other things that are important for you to know. You may need an interpreter to help you get answers to the questions.

If orientation is being done through individual tutoring or by individual sponsors, it may not be necessary to complete an actual form, but it is still important to have some of the same types of information to better know the refugees being oriented and to be able to evaluate later whether the orientation is meeting the individual's needs.

Date _____

REFUGEE INFORMATION

Name: _____ Nationality: _____

Address: _____ Native language: _____

_____ Other languages spoken or understood:

Telephone: _____ _____

Sponsor's Name: _____ Age: _____ Sex: _____

Sponsor's Address: _____ Marital Status: _____

_____ Children: _____

Sponsor's Telephone: _____

Previous education: _____

Literate: Yes _____ No _____ Which language(s): _____

How long in the U.S.: _____ Arrival date: _____

ESL Program : Yes _____ No _____ Vocational Training Program: Yes _____ No _____

If Yes, program name, address, and dates of attendance: _____

_____

Present employment: Yes _____ No _____ Employer: _____

Address: _____

_____

Phone: _____

Future goals/plans: _____

_____

Time available: Day/week _____

Hours _____

Transportation available: Yes _____ No _____

Additional comments:

Arrangements Made

Class: _____ Teacher: _____

Curriculum: _____

Time & Place: _____

Transportation Arrangements: _____

Child Care Arrangements: _____

RECORDKEEPING

If the program is to be more than a one-day orientation (if refugees continue to arrive in your area it should be), it is important to keep records for the program. Keeping track of the refugees who have participated, their feedback, staff records, lesson plans, cost, materials and resources, will facilitate future planning and help you in the task of evaluating the program.

WHERE TO HOLD THE PROGRAM

Where the orientation is given will vary considerably depending upon individual situations. You must consider the number of refugees involved, where they live, their needs, and the resources available.

A non-formal situation such as tutoring or home instruction may be the most flexible type of setting in which to carry out orientation, but in dealing with large numbers it may not always be the most feasible. A centrally located site which is accessible to the largest number of people, whether it is a school, church, public meeting hall, or library frequently has space that may be used. If day care can be provided, that will encourage women with children to also attend.

Orientation may be offered in conjunction with an ESL class, a vocational training program, or even on the job. It can also be offered alone. Arrangements can be made to offer orientation as an integral part of some other activity and thus use the same facilities.

A number of community resources can be used in the program. For example, community services and programs, businesses, national

sources of information and assistance can contribute in a variety of ways to your orientation. The last section of this guide focuses on identifying and using these.

COSTS OF THE PROGRAM

Even if your program is based on volunteers and donated facilities, you will find that there will be some expenses involved. Materials may have to be purchased, supplies such as paper and pencils will be necessary, and you may even need postage or telephone money. If you are using paid staff, there are their salaries and benefits to consider. All of this can run into quite a bit of money. You may want to organize a fund-raising drive, or appeal to a community organization or local business to help pay expenses. If the program for orientation becomes part of another existing program, you may have to cover expenses proportionately.

On page 23 is a blank form to help you in budgeting for the program. It will give you a sample of expenses you might face or have to consider. Included on page 24 is a list of possible sources for funding. You may also need to use your imagination to make creative use of free resources at your disposal. Another possible thing to consider is to have the refugees pay a nominal registration or materials fee (maybe 50¢ or $1.00). Making such a token "investment" may give the refugee a feeling of commitment toward the program.

SCHEDULING

If a program is informal, the sponsor or tutor can make individual arrangements with the refugees. It is usually better to have shorter,

BUDGET WORKSHEET

(This is to assist you in your program planning. Some or most items may be applicable to your situation, some or many may not be.)

EXPENSE

Personnel:

- Program Coordinator salary . . . . . _____
- Program Secretary (part-time or full-time) . . _____
- Teaching Staff (hourly rate x number of hours per program cycle x number of teachers =). . . . . _____
- Fringe Benefits . . . . . _____
  - Social Security
  - Health Insurance
  - Life Insurance
  - Workers' Compensation
  - Unemployment Insurance

TOTAL, personnel _____

Facilities and Maintenance:

- Building Rental/Usage . . . . . _____
  (___rooms @ $___/HRS =)
- Custodial (overtime, weekends, etc.) . . . . . _____
- Breakage . . . . . _____

TOTAL, Facilities and Maintenance _____

Equiptment and Supplies

- Office and Administrative (stationery, stamps, general office supplies) . . . . . _____
- Duplicating/Photocopying . . . . . _____
- Phone . . . . . _____
- Utilities . . . . . _____
- Publications (pamphlets, brochures, program announcements, etc.) . . . . . _____
- Equiptment (chairs, desk, table, typewriter, etc.) . . . . . _____

TOTAL, Equipment and Supplies _____

Program Costs:

- Instructional Materials . . . . . _____
- Publicity (newspaper, radio, mailing costs, etc,) . . . . . _____
- Scholarships (if program is not free) . . . . _____

TOTAL, program costs _____

Miscellaneous:

- Mileage . . . . . _____
- Seminars, workshops, meetings for staff . . . . . _____
- Contingency . . . . . _____
- Other . . . . . _____

TOTAL, Miscellaneous _____

TOTAL EXPENSE _____

INCOME

Grants/Service contract(s):

- Municipal (City) . . . . . _____
- County/Townships . . . . . _____
- Civic/Community . . . . . _____
- School District . . . . . _____
- Business/Corporate . . . . . _____
- Foundations . . . . . _____
- State aid or reimbursement . . . . . _____
- Federal Funds . . . . . _____

TOTAL, grants _____

Gifts/Donations:

- Business/Corporate . . . . . _____
- Charity/Church . . . . . _____
- Service Clubs/Organizations . . . . . _____
- Individuals . . . . . _____

TOTAL, gifts _____

Fees:

- Registration . . . . . _____
- Sale of Materials . . . . . _____
- Refreshment profit . . . . . _____

TOTAL, fees _____

Fund Raising Projects:

- _____ . . . . . _____
- _____ . . . . . _____

TOTAL, Fund Raising _____

TOTAL INCOME _____

TOTAL INCOME _____

TOTAL EXPENSE - _____

NET INCOME OR LOSS _____

POSSIBLE SOURCES OF FUNDING

- **PRIVATE:**
  - Business/Corporate Sponsorship
  - Civic/Community Organization
  - Charities/Churches
  - Private Foundations
  - Fund Raising Drives/Activities
  - Tuition/Fees
  - Individual Contributions

- **PUBLIC:**
  - Municipal/County Government
  - School District
  - Community College
  - State Department of Health and Human Services
  - State Department of Education
  - State Department of Labor/Employment
  - State Office/Bureau on Aging
  - U.S. Department of Health and Human Services
    - Office of Refugee Resettlement
    - Title XX - Social Security Act
    - Older Americans Act
    - Public Health Service Act
  - U.S. Department of Education
    - Community Education Act
    - Adult Education Act

more frequent sessions than longer, infrequent ones. The sessions need to be long enough to accomplish an objective but short enough to sustain interest. If possible, it is better to meet for an hour two or three times per week than for three hours once a week. If orientation is integrated into another type of program, such as ESL or vocational education, orientation information can be interspersed throughout, but there should probably be some time set aside to deal specifically with orientation issues, questions or problems.

The refugees' background will also be a factor in determining the most effective length and frequency of sessions. Refugees with little or no formal education may have more difficulty sitting still and concentrating for long stretches of time, since they are not used to learning in this way. Age is also a factor. Older refugees may also find it difficult to remain still for long periods, and find it painful if they are rheumatic or arthritic.

Obviously, schedules must accommodate the refugees' other schedule needs. It may be necessary to hold sessions at night or on weekends or even early in the morning.

TRANSPORTATION

The availability of transportation, either public or private, needs to be considered when planning both the place and time of orientation sessions. If a tutor or sponsor has a car and can go to the refugee, there is no problem. If, however, the refugees must come to a centrally designated place, you must make sure transportation is available and reasonably convenient. Having to ride a city bus for an hour to get somewhere can be a strong deterrent from going. If the refugees will use public transportation, it is important that they understand the schedules and fares. This would

be an essential early orientation topic to cover. If public transportation is not available and the refugees do not have cars, arrangements must be made for transporting them to the orientation site. Transportation can often determine the success or failure of a program.

CHILD-CARE

If refugee mothers or single parents are to participate in orientation, they may need child-care. It may be necessary to set up a babysitting or child-care service to enable both parents to attend the orientation sessions. If such a service already exists in your community, it may be necessary to have arrangements made for the refugees' children to enroll and attend.

THE PROGRAM STAFF

The staff may be the refugee's individual sponsor or sponsoring group, volunteers from the community or paid "professionals" such as an ESL teacher or caseworker. Regardless, all will need some training and orientation themselves.

HIRING AND SCREENING STAFF

Whether you will have volunteers or paid staff, you should have them complete an "application" to give you more information about them. A sample form is provided on page 27. You should consider asking a question which will give you some information about the person's motivation for wanting to give orientation, especially if the applicant is an American, rather than a member of the refugees' ethnic group. This information can be useful for

Date _____

STAFF INFORMATION

Name: _____ Age: _____

Address: _____ Sex: _____

_____ (The information about age & sex is necessary for determining the cultural appropriateness of teachers for certain ethnic groups)

Phone: _____

Employer: _____

Address: _____

_____

Phone: _____ Nationality: _____

Educational Background:

High School _____

University _____

M.A. _____

Ph.D. _____

Languages spoken or studied: _____

_____

Teaching or Related Experience: _____

_____

_____

Why do you want to teach orientation? _____

_____

_____

Automobile: Yes _____ No _____

Time available: Days/week _____

Hours _____

Place preferred: Home_____ Refugee Home _____ Church/School _____

Program Site _____ Other _____

Preferences for teaching, if any (age, sex, interests, proximity, schedule, etc.)

_____

_____

Arrangements Made

Class/Student(s): _____

Curriculum: _____

Time and Place: _____

Staff Training/Orientation Session: _____

Job Description (attach copy)

screening purposes since a good orientation teacher must have flexibility and openness of mind to successfully provide orientation. Some applicants may have difficulty understanding that the refugees have as much to teach them as they have to teach the refugees, that it is a give and take situation.

You should provide your staff with a job description which specifically states what their tasks and responsibilities will be. You should also provide them with a copy of the curriculum for the program. Inform them, if applicable, that you expect them to plan lessons, attend all meetings and/or training sessions, and keep records on refugee progress.

STAFF ORIENTATION

All staff will need some orientation, either to help them understand the cultural and educational background of the refugees and particular client needs (if they are American) or to acquire a fuller understanding of various aspects of American life (if they are refugees). An American staff member will need information about appropriate ways of working with the refugees. If there is a mix of ethnic and American staff, they can be helpful in providing orientation to each other. Staff should also be briefed about possible physical or emotional difficulties that a refugee may be experiencing, so that they can refer those in need to an appropriate source of assistance.

In addition, staff will need to be trained to deal with a group in a classroom-like situation. The methods and techniques used in a classroom situation are different from those used in tutoring. Training also provides the opportunity for the staff to experience some of the things that will be facing the refugees.

It would be helpful to hire a professional trainer. (There

are various institutions and organizations who can find someone to do training. Some of these are listed in the last section of the guide.)

WHAT ABOUT LANGUAGE?

Ideally, refugees should be provided with orientation in their own language. There are certain things that are easiest to understand in your own language, no matter how skilled or proficient you may be in another language. However, it is also easier to teach someone cultural orientation through one's own language. Thus, the ideal orientation should be given by someone who speaks the refugees' language but also knows American culture well. This can present something of a dilemma. People who are bilingual in English and the refugees' language may themselves only be recently arrived refugees and may know little more about life in the United States than the refugees who will participate in the orientation. Americans who are "experts" about life in the U.S. by virtue of having grown up there, unfortunately, frequently do not know the refugees' language.

One good way to deal with this situation is to have American staff and bilingual staff work together. The bilingual staff can help the American understand what the refugees do and do not know or understand, and the American staff can help the bilingual staff know about America. Some programs opt for having American staff and using bilingual staff only to translate. This may seem easier to do, but the benefit derived from this approach is considerably less than that where there is a reciprocal staff learning situation since the bilingual staff member may be able to provide informed insights into how something should be presented, whether it is likely to

cause embarrassment, and so forth. If you have staff who are bilingual and who also understand American life well, this is the ideal.

There may be some instances where there is no bilingual person available for a program. Sponsors are frequently faced with a situation of trying to communicate something in English to refugees who do not understand English when there is no one there to translate. There are several strategies for dealing with this kind of situation which are outlined in the next section.

ADVISORY COMMITTEE

One way to get continuing input and feedback is to establish an advisory committee for the program. The members of the committee should represent a cross-section of the refugees you are serving and the community at large. Members would serve on a voluntary, non-pay basis, but should receive some sort of recognition, such as a letter of appointment at the onset and a letter of appreciation at the end. A time limit should be placed on the length of service (six months, one year, etc.) and the role of the committee in relationship to the program should be clearly defined. Members should have a clear understanding of what is expected of them and should realize that they only advise the program. Their advice may be accepted or rejected, but it should always be carefully considered. An advisory committee is a good way to involve an assortment of groups in your community in refugee orientation and to establish a good relationship among refugee groups and other groups in the community.

THE PROGRAM ITSELF

Orientation may be accomplished formally or informally. Either way, it is necessary to be sensitive to the fact that everyone has their own particular adjustment cycle, although it will be culturally influenced. Some people will be able to absorb new information more quickly than others, and may be more flexible than others in dealing with a new culture.

People also learn differently. Some refugees will need time to "learn how to learn," before they will be ready to acquire new information and skills. Showing and telling them everything they need to know in the first week or even month after their arrival in the United States may be too much. If you have ever taken a guided tour of a museum, or a bus tour of a city, try to recall how much you actually remembered a week later of the information you were given and the things you saw. Certain highlights, things that may have struck you, might be easily remembered. Unless you later look at pictures or go back to read a guidebook, most of the detail is likely to be forgotten. If you were tired at the time, or if you had other things on your mind, you probably remember even less. If the guide presented things in a way that was confusing, or in a language you didn't understand, you probably have only a faint remembrance of what you saw. If what you saw

was new and totally unlike anything else you had ever experienced, and you were expected to take everything in during a single day, you would probably feel so overwhelmed that you would be able to remember very little of what you saw. If someone then told you that you were now on your own to find your way around the city, or museum, or whatever, chances are that you would be hesitant and unprepared, if not downright panicked.

Orientation should not be a one day's "guided tour" of life in the U.S., even if a handbook or guide is given to go along with it. It must be an on-going process. The orientation provided through a program should be seen as part of a long-term effort at preparing for new experiences and new challenges.

THE PROGRAM CURRICULUM

In your curriculum you will want to describe the actual content of the program and explain how you are going to get the refugees to learn that content. Again, you must be reasonable in the amount of information and the extent of the skills that you expect at any one time. Some samples of program curriculums are found on pages 33 - 38. The curriculum is really your game plan, so even an individual tutor or sponsor should have one, though it doesn't have to be as formal as the ones suggested here. These pages outline the sorts of things which are covered in some orientation programs. Again, depending on your refugees and their situation, what you cover in your orientation may be somewhat different.

OUTLINE OF SURVIVAL SKILLS ORIENTATION

SAMPLE CURRICULUM 1

I. General Introduction
   - A. Classroom Orientation
   - B. Cultural Comparisons of Time and Time Mangagement

II. Sponsorship and Resettlement
   - A. Overview of the Resettlement Process
   - B. What is Sponsorship
   - C. Refugee and Sponsor Expectations

III. Communication
   - A. Uses of the Telephone
   - B. Long Distance Calls
   - C. Directions and Map Reading

IV. Housing
   - A. Comparing Housing
   - B. Finding a Place to Live
   - C. Tenant/Landlord Responsibilities
   - D. Household Safety and Use of Appliances
   - E. Storing Food and Household Items
   - F. Waste and Garbage Disposal

V. Employment
   - A. American Attitudes toward Work
   - B. Skills Identification and Assessment
   - C. Personal Employment Data
   - D. The Job Interview
   - E. The Work Place
   - F. On-the-Job Relationships

VI. Health and Sanitation
   - A. Medical Services in America
   - B. Health Care in the Home
   - C. Maintaining Good Health
   - D. Family Planning

VII. Consumerism and Finances
   - A. American Currency
   - B. Shopping in America
   - C. Personal Finances

VIII. Community Services
   - A. Comparing Community Services
   - B. Public Assistance
   - C. The American Educational System
   - D. Legal and Illegal Activities in America
   - E. Public Transportation

IX. Lifestyles
   - A. America as a Land of Immigrants
   - B. Family Structures
   - C. Living in a Multi-Ethnic Society
   - D. Women in America: Life-Style Choices and Opportunities
   - E. Parent-Child Relationships

Note: This sample curriculum is drawn from the Cultural Orientation Program Curriculum Lesson Guide: A Combined Project of United Nations High Commissioner for Refugees Intensive English as a Second Language (ESL) and Cultural Orientation Programs in Southeast Asia. (At present, the project is under the auspices of the State Department, USA.)

OUTLINE OF SURVIVAL SKILLS ORIENTATION

SAMPLE CURRICULUM 2

CONTENT	ACTIVITY
Session 1 Apartment appliances Sponsorship information Refugee obligations	Sponsor must be present
Session 2 Public transportation	Bus schedules, ride on a bus
Session 3 Health care, food stamps, Social Security Emergency resources explained	Sponsor schedules appointments
Session 4 Shopping, currency and postal service	Sponsor takes to grocery store and post office, counselor explains
Session 5 Housekeeping, personal hygiene Laundry	Cleaning equipment, toothbrushes, etc., are provided by sponsor
Session 6 School readiness: proper clothing, lunches, material. ESL classes for adults explained	Sponsor enrolls children in school; adults in ESL
Session 7 Cultural differences, work customs, Laws and the role of the police	More detail about aspects of American life given
Session 8 Introduction to banking system, Paying bills, more extensive lesson on currency	ID card is acquired by sponsor
Session 9 Job preparedness: interviews, applications, wages, taxes	Job developer visits

OUTLINE OF SURVIVAL SKILLS ORIENTATION

SAMPLE CURRICULUM 3

1. Sponsor/Refugee expectations and responsibilities
   - Proper identification for all working with a sponsor group
   - Plan for resettlement made apparent to refugee by sponsor (so refugee knows what to expect)
   - Time to learn vs. getting a job right away

2. Communication with sponsors
   - Sponsor's phone number and address
   - The importance of leaving a forwarding address with sponsor
   - Understanding of the directness of Americans with eye contact, touching, phrases and gestures

3. Documents needed on refugees at all times
   - I-94 and Social Security cards
     (Be sure to make a copy and keep original in a safe place)

4. Sense of time and its use in America
   - Punctuality, keeping appointments or calling to cancel

5. Household Operation
   - Stove, Toilets, Refrigerators, Water, Electricity, Telephone, Garbage
   - Cleanliness in house
   - Cleanliness on grounds and area around house

6. Health Needs
   - Personal hygiene
   - Illness and when to seek medical help
   - How hospitals approach care in America
   - Emergency numbers to reach sponsor
   - Immunizations needed for school
   - Stress of change can cause illness symptoms

7. Safety
   - Operation of electrical appliances
   - Uses of medicines and drugs
   - Traffic safety (traffic lights, crosswalks, road signs, when to walk)
   - Use of charcoal indoors
   - Need for locks on doors and windows
   - Be cautious about strangers and do not sign something given by a stranger coming to your door.
   - Keeping dangerous items out of children's reach

8. Foods
   - Foods used in America
   - Junk foods and lack of nutrition
   - Food care and preparation
     (Refrigeration, washing, concern to wash off insecticides, cooking meat completely)

9. Clothing
   - Proper clothing for seasonal needs
   - Importance of proper bed clothing and warm blankets in cold weather
   - Accepted clothing practices in America
     (Diapers for babies, underwear for children, shoes)
   - Special job clothing requirements

10. Care of Children
    - Expected approaches to child care in America (very young children cannot be left alone to care for other very young children)
    - Parents are expected to keep children under surveillance in their yard
    - Children's danger with plastic bags, poisons, old refrigerators
    - School enrollment

11. Transportation and City Orientation
    - Refugee must have address on his person, must learn to say all of address
    - Public transportation
    - Emergency transportation
    - The costs and difficulties of car ownership

12. Stores, Shopping and Money
    - Use of money, and relative values
    - Avoid carrying large amounts of cash
    - Explanation of shopping practices -- no bargaining, surveillance in stores, security guards, laws

13. Social Interaction
    - How to live in the neighborhood
      (Noise levels, respect for private property of neighbors, etc.)
    - Proper dress
    - The meaning of yes and no (i.e., for American vs. Indochinese)
    - Laws about liquor, minors, child and wife abuse
    - Treatment of aged in America — rest homes, etc.
    - Avoidance of asking what are considered personal questions in America (income, weight, etc,)

OUTLINE OF EMPLOYMENT/PREVOCATIONAL ORIENTATION

SAMPLE CURRICULUM 1

I. Jobs/Employment
- A. Job market and the current economy
- B. Job market nationwide
- C. Job market in area
- D. Future of the job market

II. Looking for a job
- A. Employment office
- B. Want ads, newspapers, TV, radio
- C. Friends or relatives
- D. Sponsor
- E. Other

III. Applying for a job
- A. File application
  1. Personal information
  2. Work history (very important)
  3. Skills (very important)
  4. Educational background
  5. Interests
- B. Job Interview
  1. Punctuality
  2. Proper dress
  3. Positive attitude (e.g.: "I can learn.") show responsibility and willingness
- C. Wait/Hope (all of us go through this period)
  1. Go back to check.
  2. Call in to check. Make sure they remember.

IV. Employment Possibilities
- A. Job requirements (experience, skills, work background, English)
  1. Job specific
  2. Vocational training
  3. Opportunity in the U.S. to get education
  4. Equal opportunity for employment
- B. Type of work
  1. Indoor/Outdoors
  2. Light/Heavy
  3. Skilled/semi-skilled/non-skilled
  4. Union/non-union
- C. Work Schedule
  1. Hours/days
  2. Days/week
  3. Differential shift (day, swing, graveyard)
  4. Overtime
  5. Part-time and full-time, temporary and permanent
- D. Language requirements
- E. Pay/Salary
  1. How much
  2. How often
  3. Hourly/weekly/bi-weekly/ monthly/yearly
  4. Piece work
  5. Check/cash
  6. Timecard, punch in and out
- F. Deductions
  1. Federal tax (always)
  2. State tax (always)
  3. Retirement (sometimes)
  4. Social security (always)
  5. Credit-union (sometimes)
  6. Bond (sometimes)
  7. Insurance
- G. Employee Benefits
  1. Sick leave
  2. Vacations
  3. Insurance: health/medical, dental, hospital, life
  4. Workman's compensation
  5. Retirement
  6. Benefits
  7. Profit sharing
- H. Work Habits
  1. Punctuality
  2. Reliability
  3. Upward mobility
  4. Communication with fellow employees
  5. Communication with supervisors
  6. Quality of work
  7. Speed of production
  8. Advance notice for personal business arrangements such as:
     1) doctor appointments
     2) funeral
     3) wedding and important events
     4) vacation
     5) social services appointments
  9. Calling in sick
  10. Pay check errors
  11. Safety, protection equipment
  12. Worker's compensation, injury on the job
  13. Laying off--why
  14. Honesty
  15. Attendance, records
- I. Welfare regulations concerning:
  1. Employment
  2. Public Assistance
  3. Child care
  4. Eligibility determined according to each individual case
- J. American attitudes toward employed adults vs. welfare recipients; cultural values of blue collar, white collar, manual.
  1. Students are not respected until they work and become self-sufficient.
  2. American work ethic - 40 hours/week
  3. People living on welfare are often seen as second class citizens or as burdens.

OUTLINE OF EMPLOYMENT/PREVOCATIONAL ORIENTATION

SAMPLE CURRICULUM 2

I - Class Procedures and Student Responsibilities

II - Short and Long-term goals
- A. Discuss "life-planning;" employment as large part of that.
- B. Definitions re: "dream"/long-term goal.
- C. Definitions re: short-term goal(s)/immediate future.
- D. Fill out first "goals paper" (to be compared to same form filled out at end of program)

III - Acculturation to the "American Work World"
- A. Discuss differences in cultures between their homeland(s) and the U.S.
- B. Cover attitudes toward work; upward mobility; value of skills and experience vs. education; job upgrading and career changes; entry level positions/"getting your foot in the door;" competition; promptness; attendance; calling in if sick; efficiency; work references, etc.

IV - Interests and Aptitudes
- A. Explore individual interests and explain how those apply to choosing a job.
- B. Handouts: a) Interest(s) Survey.
  b) Awareness.
  c) Guidelines for Career Decision Making.
- C. Aptitude: define and explain about tests prior to some jobs.

V - Skills and Experience
- A. Assist students in exploring experience/skills they may not have considered they have as well as past work experience.
- B. Skills Survey.

VI - Education
- A. Explain education in the U.S.
- B. Education's relationship to experience and skills.
- C. Concepts of "over-qualified" and "under-experienced."
- D. Available schooling options.

VII - Job Titles and Job Duties
- A. Discuss various jobs available to refugees (entry level) and duties involved.
- B. Types of jobs available with Job Developers.
- C. Review competition and upward mobility, entry level positions.

VIII - Vocational Training
- A. Cover various training options.

IX - Getting a Job
- A. Review information:
  1) Where to look for jobs.
  2) Filling out applications.
  3) Interviews.
- B. Elaborate re: interviews
  1) "1st impressions"
  2) How to dress.
  3) Why people do/don't get jobs.
- C. Handouts:
  1) How Do I Go About Finding a Job?
  2) The Proper Way to Dress for an Interview.
  3) Why People Fail to Get Jobs.

X - Behavior on the Job
- A. Review "What the Employer Wants"
- B. Handouts: a) What Most Employers Look for...
  b) How to Keep Your Job
- C. Review punctuality, efficiency, etc.
- D. Roleplay situations on-the-job.

XI - On the Job Training
- A. Cover OJT options, definition, Apprenticeship Programs, licensing, upgrading, etc.

XII - Know Your Rights
- A. Legal/illegal inquiries in an interview.
- B. Discrimination/affirmative action; safety; fairness on the job.
- C. Job description; who's your supervisor; where to go with a complaint.

XIII - Pay, Fringe Benefits, Taxes, etc.
- A. What's deducted from your pay.
- B. "Terms to know:" class discussion of definitions such as taxes, fringes, pay after deductions, deductions, worker's compensation, withholding (exemptions), overtime, time and a half, job description, unions, seniority, job security, permanent, temporary, "on call," split shift, graveyard shift, Pidgin English, etc.

XIV - How to Change Jobs
- A. Rules for changing a job.
- B. Giving notice.
- C. Building good work record/references.

OUTLINE OF HOME MANAGEMENT ORIENTATION

SAMPLE CURRICULUM

I. In and Around the Home
   - A. Operating appliances
   - B. Cleaning and home maintenance
     1) Bathroom, kitchen, carpets, etc.
     2) Outside: yard, trees...., clothes should not be dried or hung in front yard
   - C. Use of energy
   - D. Shopping for food and clothing
   - E. Nutrition
   - F. Safety (including appliance use)
   - G. Emergency needs
   - H. Money management, paying bills
   - I. Family health care and hygiene
     1) Use of the water fountain
     2) Washing of hands after use of lavatory
     3) Washing of fruits and vegetables because of spray, etc.
     4) Bodily hygiene
     5) Other products (men/women/babies/children)
   - J. Parenting
   - K. Transportation
   - L. Awareness of social services
   - M. Telephoning
   - N. Effective use of time
   - O. American social customs, manners and practices

II. Adjustments to a new culture
   - A. Effects of cultural change on anyone, of any culture (you're not alone)
   - B. The various stages a person goes through
   - C. Description of the reactions one can go through
   - D. Causes for these reactions
   - E. Possible suggestions to help out in these difficult times
   - F. Mental health in change

HOW DO YOU DO ORIENTATION?

There is no one right answer to this question. There are a variety of approaches that you can take. Orientation can be done apart or it can be integrated into an ESL, job training, home management or other type of program. It can be done in a classroom group situation, in a person's home, on an individual tutorial basis.

There are specific techniques or strategies, though, that can be used to convey different types of information or skills. If your staff has had any experience teaching, they may be familiar with some of these. If not, they may need to learn and practice first themselves before trying to work with refugees. In any case, staff training is useful not only for providing information about techniques and a chance to practice them, but is also a way to build confidence and consistency in the orientation that is given. Staff need to be familiar with the cultural backgrounds of the refugees they will be working with and to know which activities or techniques are appropriate to these skills or backgrounds. They may also need to learn how to adequately prepare for giving an orientation lesson. Even someone working in a one-on-one tutoring situation, or a sponsor orienting a refugee family, needs some training to be able to work effectively.

TECHNIQUES AND STRATEGIES

There are a number of general things to keep in mind when you assume what is essentially a teaching role. Much of this goes hand in hand with those things people list when they talk about "a good teacher." These are outlined on the chart on page 40.

Variety. Nothing is more boring than listening to someone lecture for ninety minutes straight, particularly if it is about

BEING AN EFFECTIVE TEACHER

- *KNOWING THE MATERIAL*

  - Have a thorough familiarity with the subject matter
  - Select content that is appropriate for your students
  - Distinguish between goals of the program and the individual lesson objectives
  - Identify, develop and use various resources -- people, places, and things
  - Become familiar with the background (history, culture and languages) of your students
  - Accept your own limitations (be able to answer "I don't know" or "I'm not sure")

- *PREPARING AND PRESENTING THE LESSON*

  - Clearly state the objectives and plan a logical order to the lesson to provide a smooth flow of information, material and activities
  - Be flexible and resourceful
  - Consider student background, level and input when planning
  - Select appropriate materials and visual aids
  - Keep records of lessons and activities as a resource
  - Give yourself sufficient time to prepare
  - Review and evaluate previous lessons

- *CLASSROOM TECHNIQUES AND ACTIVITIES*

  - Use variety and pace, combining and mixing techniques and activities as appropriate
  - Use activities and techniques that are appropriate to the objectives being presented
  - Move from what is known/familiar to what is unknown/ unfamiliar
  - Encourage students to be active learners
  - Allow students to correct their own errors whenever possible
  - Move about the classroom during the lesson rather than stand in one place
  - Speak in a clear and sufficiently loud voice
  - Use gestures that are clear
  - Continually summarize, review and evaluate
  - Know how to use an interpreter or assistant effectively

- *CLASSROOM AMBIANCE*

  - Encourage a relaxed learning atmosphere and group solidarity
  - Encourage students to be self-motivating and take responsibility for their learning
  - Demonstrate an interest in and concern for each student and be sensitive to their needs
  - Respect your students as people who have their own identity which they wish to retain
  - Reinforce your students' efforts
  - Allow yourself and your students to laugh at mistakes
  - Be patient and work at developing trust and confidence, but not dependency

things that don't seem to have any particular immediate relevance to your situation. Unfortunately, too many refugees find themselves in this situation, it is small wonder that they avoid going if possible. In arranging an orientation session, plan to include a variety of activities. Some lecturing may be necessary, but intersperse it with things that the students can do. When presenting information, try to use a variety of media, pictures, drawings, models, real objects and demonstrations to get the point across.

Pace. The pace of the session should be sufficiently quick to sustain interest, but not so fast that everyone becomes lost. It is better to do something a little more quickly and go back and review it later than to adjust the pace to the slowest learner and lose everyone else in the bargain.

Active Learning. If part of what the orientation is trying to accomplish is to provide the refugees with skills, just talking about something will not accomplish this. The refugees need to be active learners; they need to actively participate in the learning process. Adults who have little or no experience with formal education situations will not be accustomed to sitting and listening for long stretches. Any adult (or child for that matter) gets tired after sitting for too long. Encouraging active participation does not relieve tired bodies but it does stimulate attention once the students are used to learning actively. Scheduling an occasional "stretch break" also helps in maintaining attention. As you, the teacher, are talking, you should try to move about a bit, too, so that the students will not have to stare at you standing in one place.

Learning Styles. People vary in the way in which they learn. To be sensitive to learning styles, you should ask students what kinds of activities they like to do and try to accommodate them if

possible. Also, begin where the refugees are, using what they know as a starting point. This provides a frame of reference for new information. One way to do this is to ask what they know or would like to know about a subject before you deal with it. This enables you to accommodate them and also gives them a feeling that the information and skills you are helping them to acquire are relevant to their needs. It also helps to know how loud a teacher usually speaks in the refugees' culture in order to not be viewed as whispering or shouting.

Using an Interpreter. If you are giving the orientation session in the students' native language, so much the better. If, however, it is necessary to use an assistant to interpret, or if an American is working in a team with a native-language speaker, there are a few other considerations to take into account in planning and in conducting the actual session. These are outlined on page 44-45. One problem in using an interpreter is knowing the appropriate level of volume so that everyone can hear you. Even if the presentation may be given in English with an interpreter translating afterward, you should speak to the group at an appropriate level. The session may also be a language learning situation, but not if you can't be heard or if you are basically only talking to the interpreter.

Encouraging Student Participation. There are a number of things that you can do to encourage student participation during a session. The first is to learn everyone's name to be able to call on them individually by name. To show a genuine interest in the refugees and a sensitivity to their cultures, you should try to pronounce their names as correctly as possible and not "Americanize" them just because you have difficulty with unfamiliar sounds. The seating arrangement in a room can affect the level of participation

and the amount of attention paid. It is best to vary the seating and to avoid seating in rows with one chair behind the other. Sitting in a circle or horseshoe, or sitting around on the floor for more informality, are ways of varying the seating arrangement for various activities that require a more active role from the students.

Learning how to ask questions to encourage discussion and participation can take some practice. There are different types of questions that can be used. These are outlined on page 46. Asking the refugees to relate their experiences can be a way to effectively involve them in discussion. (It is important, however, to keep in mind that some experiences may still be very traumatic or very painful to some refugees, so much so that they cannot or will not talk about them.) Focusing on differences in the ways things were done in the native countries as compared to the United States, and why they were done differently, generally provides sufficient distance from having to talk too personally if someone does not want to. Encourage the refugees to bring in things on topics to integrate into the session.

Review. Skills and information that are learned need to be reinforced and evaluated. Providing summary and review of activities or topics is one means of reinforcement. Using a variety of activities that require use of the same or related skills and information is another. Evaluation is a way to let the refugees know how they are doing and to let you know whether they are understanding and learning what it is that the orientation is trying to do. Evaluation should be an on-going activity so it does not become a threatening do-or-die test situation.

Provide the students with handouts, even if they have limited literacy, to help reinforce the information and skills they are

The Teacher/Interpreter Team

The following information may hopefully serve as a guide for more effective teacher/interpreter interaction during lesson preparation and classroom instruction.

THE TEACHER MIGHT ASK/SAY/DO ...	THE INTERPRETER MIGHT ASK/SAY/DO ...
DURING LESSON PREPARATION	
• Explain important vocabulary words and concepts	Ask for examples to illustrate important words and concepts.
• Ask interpreter about familiarity with subject	
• Go over the lesson point by point. Have interpreter stop you whenever he/she does not understand or has a question.	Ask the teacher if he/she plans on adding any other material to the lesson before class time.
• Ask interpreter about usefulness and clarity of visuals	Suggest other visuals that may be more culturally relevant.
• Ask interpreter about possible student reactions to materials or activities.	Explain to the teacher about possible social customs that might prohibit students from discussing the subject or parts of it, or taking part in certain activities.
• Ask how the subject is viewed from the perspective of your interpreter's culture.	Suggest to the teacher some possible examples taken from your native culture, that could be used to help illustrate the subject matter.
• Ask how the interpreter might translate certain difficult items.	Ask other interpreters for advice, if necessary.
• Ask interpreter if he/she can translate certain lesson content or classroom instructions on his own, or needs to do line-by-line translating.	If you feel knowledgeable and confident about some subject matter, let the teacher know that it is possible for you to interpret a larger volume of material at one time. This may help to save time.
• Ask how students might be prompted to ask their own questions about the lesson content/activity.	
• Ask interpreter if students are likely to understand/use/be able to read handout.	Let the teacher know if some handouts are too long or too brief.
• Ask interpreter how much time this lesson might require.	
• Be at the classroom on time. If another teacher will substitute for you, let your interpreter know.	If you can not make it to class, let the teacher know as soon as possible

already available.

It is best if materials that you provide the refugees are in their own languages, or at least are bilingual. Even if they cannot read or read well, they can ask another speaker of their language to read the material to them. Handouts, booklets, pamphlets, or brochures that you give the students that have pictures or illustrations are generally more helpful than items with just straight text.

During a session there are many different materials that can be used to teach or reinforce information and skills, both print and audio-visual. Books, brochures, pamphlets, maps, posters, models, real objects, slides, tapes and audio cassettes, films, videotapes, pictures, magazines, newspapers, all are materials that you can use. Some may be more easily available than others and if your orientation is going to be an on-going program, you might consider building up a collection to use by the staff or to lend to sponsors who may be doing the orientation individually.

Many materials, such as maps, brochures, pictures, schedules, models, you may be able to obtain locally from the Chamber of Commerce, transportation companies, businesses, schools, and of course libraries. Your program staff may invent or create their own materials to use for some lessons which may then be shared with others in the program.

The most important thing to consider when selecting and using materials is their appropriateness, both culturally and linguistically. Things that have been translated from English frequently make little or no sense to refugees since the contents may be something that is totally new to them, or something that in the English version assumed some prior knowledge. Changing from one language to another, which is essentially what translation does, is frequently

inadequate. What is usually needed is some form of adaptation so not only the language is changed but the cultural framework and style in which the text is given is also changed. This is likewise true for tape narrations that go along with slides or soundtracks of movies.

Sometimes materials were developed for use in another type of program or situation. They may also be useful in an orientation session, but some changes or adjustments may have to be made. In adapting materials for use, it is sometimes beneficial to work in a group with other Americans and bilinguals from the refugees' ethnic group to get appropriate feedback.

Occasionally you will find that it is necessary to create materials, since there may not be any which exist that meet your needs. The chart on page 48 shows the steps involved in creating print and audio-visual materials that are culturally and linguistically appropriate. Such a formal approach may not be necessary in all instances, but it provides a handy outline to follow, even if you are only putting something together to use once.

ACTIVITIES

There is a wide range of ways for helping people acquire information and skills during an orientation session. Some of the more common activities are listed below. The resource section lists some books that you may want to refer to for other suggestions. With a little thought, you could probably create many other activities as well. The important thing to keep in mind is the appropriateness not only to the group, but also to what is being taught. Variety is good: even if the group likes a certain activity a great deal, doing it over and over and over again can grow wearisome after a while.

Role-playing. Role-playing, acting out real life situations with the students assuming different roles, is a good group activity that can be followed by discussion. It can provide the opportunity for pulling together different skills and bits of information. It can be open-ended, where the students invent what will happen in the end; or closed, where you set up the situation and what is to be accomplished and the students act out how to do it.

EXAMPLE

ROLE-PLAYING

Role-plays such as the following can be acted out by the teacher and an assistant (or student volunteer) to illustrate a teaching point.

Lesson on Consumer Education

Role-play 1: Refugees in a supermarket
Location: Supermarket

CASHIER: Oh, are you here shopping again today? I think I've seen you every day for the past two weeks.

REFUGEE: I want to buy fresh food everyday.

CASHIER: Don't you have a refigerator?

REFUGEE: Yes, my apartment came with a refrigerator, but I'm used to shopping everyday.

CASHIER: Most of our customers shop once a week because their food will stay fresh in the refrigerator for that long. Anyway, the store only restocks the shelves once or twice a week.

Note: Role-play examples 1 and 2 are drawn from the suggested classroom activities/lesson plans developed by Lutheran Immigration and Refugee Service (LIRS)/American Council of Nationalities Services (ACNS) in Hong Kong, part of the UNHCR Intensive ESL and Cultural Orientation Programs in Southeast Asia.

REFUGEE: That sounds like a good idea, because it costs me a lot of money in bus fare everyday to come to the grocery store.

Role-Play 2: Buying food on sale for the freezer
Location: Supermarket

(TWO REFUGEES - Husband and wife)

HUSBAND: Look chicken is on sale for 79¢ a pound!

WIFE: Let's buy 10 lbs. since it's so cheap.

HUSBAND: 10 lbs! We can't eat 10 lbs. of chicken.

WIFE: Oh, we can wrap it up carefully and store it in the freezer.

HUSBAND: That sounds like an economical way of buying meat.

Lesson on Medical Care

Role-Play 3: Medical Check-up
Location: Doctor's Office

Introduction to Students: When you go to the doctor in the U.S. some things might happen that you would not understand. To prepare you for some of these things we are going to act out a visit to the doctor's office. As you watch, imagine that you are the patient. Would you understand everything that goes on? How would you feel?

A. Teacher is the doctor and an assistant/student volunteer is the patient. T. uses a language that A. doesn't understand. A. uses his/her own native language. An advanced student plays the part of the receptionist.

B. A. enters the waiting room where the receptionist gives him a medical history form to fill out.

C. Doctor calls A. to come into the office.

Note: Role-play examples 3, 4 and 5 are drawn from the suggested classroom activities/lesson plans developed by Save the Children Federation (SCF)/Experiment in International Living (EIL) Indonesia, part of the UNHCR Intensive ESL and Cultural Orientation Programs in Southeast Asia.

D. A. says in native language that he/she has a stomach-ache and a headache.

E. Doctor keeps speaking. They continue to talk without understanding each other as they do the following:

1. Doctor takes temperature orally with thermometer.
2. Patient (P) keeps taking the thermometer out of his mouth.
3. Doctor (D) motions to P. to make a fist so D. can find a vein to take blood.
4. P. makes 2 fists and stands up prepared to fight.
5. D. finally explains with gesture what he expects of P.
6. D. takes blood pressure.
7. D. gives P. a cup and motions that P. should go in the direction of the bathroom.
8. P. takes the cup and goes to the reception room.
9. D. follows P. and guides him to the bathroom where P. finally gets the idea.
10. P. returns and gives sample to D.
11. D. gives P. a gown (white shirt) to put on when D. leaves P. alone in the office.
12. P. doesn't understand and just waits for D. to return.
13. When D. returns he shows P. that the gown is to be put on and D. goes out again.
14. When D. comes in he asks P. to sit on the table.
15. D. listens to heart and lungs and tries to show P. when P. should "breathe in, breathe out."
16. After examination D. gives P. a shot and a prescription for some medicine.

Discussion of Role-Play

a. T. discusses areas of confusion in the role-play.

b. T. asks how these things are done differently in the native country.

Learners do role-play

a. Learners break up into groups of three and act out the same role-play. Advanced students can try to do it in English.

b. If T. notices one or two groups that are doing a good job, T. can ask those groups to perform in front of the class after the time to practice is over.

Role-plays such as those below are good for having the students practice applying the information that they are learning. The examples show how the points of the lesson are first reviewed and then a role-play situation is provided. These may be more or less detailed depending upon the level of the students.

Lesson on Employment

Role-Play 4: Job Interview

A. Setting up

1. Review the key points of the lesson.

2. Put 2 chairs in the middle of the room, 3 chairs if an interpreter will be present.

3. Explain the role of the teacher (i.e. as a personnel officer, owner of a store, etc.)

4. Student should present to the interviewer his Personal Data Sheet when called for an interview.

5. After doing one or two role-plays with the teacher in the role of employer, students can then pair off to interview each other, with one playing the role of the interviewer and the other the interviewee.

B. At the Beginning of the Interview

1. Interviewee should offer to shake hands with the interviewer.

2. Interviewee should attempt to carry this part of the interview in English.
   a. Greet the interviewer by name.
   b. Introduce himself and explain how he/she wants to be addressed.
   c. Introduce the interpreter, if present.

C. The Interview

1. The interview should cover the following points: Duties and responsibilities, hours, salary, fringe benefits, overtime

2. Don't give out all the facts. Let the interviewee ask for some of them.

3. Student should be prepared to answer the following types of questions.
   a. What's your immigration status?
   b. What's your educational and work experience?
   c. How long do you expect to remain on this job?
   d. Why do you want this job?
   e. Can you provide references?
   f. How long have you been in the U.S.?

4. Encourage the students to "sell themselves."

5. At the end of the interview, the interviewer should either hire the student, or explain to the student why he was not hired, or agree upon a time when the student would be called about the hiring decision.

D. Evaluation of the Interview

1. After each role-play interview, evaluate the following points:
   a. Did the interviewee show interest in the job?
   b. Was the interviewee an active participant in the interview?
   c. Have all the crucial questions been asked and answered?
   d. What were the interviewee's strong points and weak points? How does one improve one's performance?

E. Concluding the Interview

1. Clarification of major decisions (i.e. if hired when to start, if no decision had been made the student should know when and how he will be notified.)

2. Thank the interviewer for the time.

3. Shake hands with the interviewer.

Suggested Situations

1. Mr. _____, general manager of Sam's Service Station, is looking for an additional gas pump attendant. The applicant should have some knowledge of basic English and be familiar with U.S. currency. No prior experience is required, but applicant should be reliable and hard-working. The job pays minimum wage, but good performance will be rewarded with periodic raises. All employees are expected to work six days a week. Mr. _____ usually trains his most promising employees to work as auto mechanics in his garage.

2. Mr. _____ is the owner of the Beef House Restaurant. He is hiring both waiters/waitresses and kitchen assistants. Waiters and waitresses must speak fairly good English and be familiar with American food. Employees are paid minimum wage, but waiters and waitresses are guaranteed substantial tips. Kitchen assistants are not required to speak English. Although experience would be helpful, it is not necessary and training will be provided.

3. The Bright Light Lamp Company is hiring workers for its assembly line; no experience and only minimal English is required. Potential applicants should be responsible and trustworthy individuals, willing to work 40 hours a week on rotating shifts. All employees must join the local electronic workers union. Pay: $4.00/hour.

Lesson on Medical Care

Role-Play 5: Dental Check-up
Location: Dentist's Office

Role-play can include (as appropriate for level of students):

- Waiting and filling out medical history forms.

- Talking with receptionist.
- Having teeth cleaned ("open wide," "rinse," etc.)
- Having teeth x-rayed (include protective vest, "don't move," or "hold still")
- Having a tooth filled (include novocaine shot, drilling, filling)
- Dentist instructions on how to brush, use dental floss and when to come back.
- Note: A variation on the role-play would be to act it all out silently (except directions that dentist gives patient), then ask students who were watching, "What did the dentist do first? What was happening when he did this?" (Re-enacting the dentist moving the x-ray machine into place, etc.) After they answer the questions (or the teacher does), do the role-play again.
- Then have students act out the role-play themselves, in groups of 4 to include: Dentist, x-ray and tooth-cleaning technician, receptionist, patient.
- If time allows choose a couple of groups which were doing the role-play well to act it out in front of the class.
- Variation: One group may want to act out a funny role-play of going to a bad dentist. It may be someone who had a bad experience with a dentist in his/her native country. This would be fine, especially if contrasted with going to a good dentist role-play.

Problem Solving/Critical Incidents. You set up a problem situation and the resources to use and the students propose the solution.

EXAMPLE

PROBLEM SOLVING

Problem Solving 1: How will the following situations be resolved? (Change the names. Use names from your students' home country.)

- Abdul has just gotten a new job. He and his friends are having a party with LOUD stereo music, and lots of shouting, drinking, laughter,

Note: Problem Solving examples 1 and 2 are drawn from the suggested classroom activities/lesson plans developed by The Consortium (EIL, SCF and World Education)/Thailand, part of the UNHCR Intensive ESL and Cultural Orientation Programs in Southeast Asia.

and singing. It is after midnight on a Monday night. Some of the neighbors are trying to sleep, because they must get up early and go to work. Abdul does not know these neighbors, so he did not invite them to the party.

- David is driving his car late at night. He has been at a party. He is a little drunk. He has no driver's license. The headlights on his car do not work. The car hits a stop sign and knocks it down.

- Surasak comes home from work and finds his front door open. When he looks around the house, he sees that someone has stolen his TV.

- Sheila is angry about a new government program. She writes a letter to a local newspaper. The letter criticized the politician who supported the program. In the letter, Sheila says the program is foolish and she will do whatever she can to oppose it.

- Little Betty is six years old. She and her mother are shopping. Suddenly, Betty looks around and cannot see her mother. Little Betty is lost! She decides to cross the street and look for her mother.

- Jorge and Matt are young boys. They are kicking a football near the neighbor's house. Matt kicks the ball hard. It sails a long way and smashes right through a window in the neighbor's house.

- Chai has had a bad day. He arrives home late. His dinner is cold. The kids are noisy. Chai and his wife have a loud argument. Both are shouting and screaming. Chai loses his temper and hits his wife. She screams again and he continues to shout. Many neighbors can hear the trouble. They are wondering what to do.

- Peter likes guns. He has just gotten a new pistol in the mail. He does not have a license for this gun. Peter decides to take a walk in the city park. Many children are playing there. Suddenly, Peter sees a rabbit among the trees. He wants to try his new pistol. He aims and shoots. Bullseye. The rabbit falls like a stone.

- Adele and her husband are at the movie theater. There is a large sign that reads "NO SMOKING." But Adele's husband is enjoying himself. He says, "Nevermind, I'm here to have a good time." He lights a cigarette and inhales deeply.

- Amy is walking home from work one day when she sees something on the sidewalk. It is a wallet. She picks up the wallet and opens it. "Wow!" says Amy, "There's enough money here to buy a new radio!"

Problem Solving 2:
(Change the names and details as appropriate for your students)

- Lucia has had a stomach-ache for five days. She wants to find a woman in the neighborhood who knows about such things. Her husband says she should go to the clinic near their house. Lucia does not want to go there. She does not speak English well.

  1. What is the problem here?
  2. What advice would you give Lucia?
  3. How do you think the sponsor feels about this?

- Kit hears that there is an MAA in the community which can help refugees find jobs. He takes a local bus and finds the address. However, when he first arrives, he sees a group of (from some other country) refugees talking and laughing. "This is a bad place," thinks Kit. He leaves without asking anyone for help.

  1. What kind of person is Kit?
  2. What do you think of his action?
  3. Do you think Kit wants to find a job?

- Jan heard about sponsors in the refugee camp. Now she is living in Texas. Jan wanted the sponsor to be her good friend, but the sponsor, a woman named Judy, is very busy. About 20 new families arrive every month and Judy must help them all. Jan sees Judy only once or twice a month. Sometimes Jan telephones Judy, but Judy is not always home. Jan is sad because she wanted the sponsor to be her best new friend in America.

  1. What kind of sponsor did Jan expect to have?
  2. What advice can you offer Jan?

- Shahla has lived in America for three months. There in no MAA in the community where she lives. However, there are five other families from her country. Tomorrow is a famous holiday celebration in Shahla's former country. Shahla has joined together with other families from her country to make food and prepare for their own celebration in America. They plan to have an enjoyable day.

1. What kind of person is Shahla?
2. Do you think she will have a good life in America? Why?
3. You can celebrate the holiday of your country in America. What else can you do to remember the customs of your country?

- Dom is sponsored by a church organization. The people from this church gather at the church for worship every Sunday. Dom is Buddhist, but he wants to make the sponsoring organization happy. He goes to church every Sunday. "Never mind," he says.

1. How would you feel if you were Dom?
2. Would Dom cause a problem if he refused to go to this church? What do you think?

- Sergei came to America with his grandmother, who is very old. Everyday, Sergei's grandmother seems very sad and silent. She seldom talks, and seems to have no comfort in her life. Sergei went to a nearby MAA and asked about this. The people at the MAA said that Sergei should bring his grandmother in for counseling. Someone there could counsel her. and speak her own language. But Sergei's grandmother does not want to go there. "I will not see a stranger," she says.

1. What is the problem here?
2. What would you do if you were Sergei?
3. Why do you think the MAA has a counseling service?

- A sixteen-year-old refugee and his family have been in America for five months. He enjoys football. Everyday, he goes to the nearby park and plays football with American boys. One day, his father decides to go watch the football players. The father arrives at the park and sees that his son is the only boy from their country on the field. Among the football players are some American boys with black skin. His father is very upset. He tells his son that he may not play football in this park again.

1. How would you feel if you were the boy?
2. The boy did not see a problem. His father did. Why?
3. What would you do in this situation?

EXAMPLE

CRITICAL INCIDENTS

Lesson on Sponsorship and Resettlement

Critical Incidents 1

Use the following exercises to get the students to think how a refugee would feel in the sponsor's place.

Suppose it were you .... How would you feel?

- Suppose you go through a lot of trouble to sponsor a refugee but he doesn't bother to look for a job, preferring to sit around the apartment watching TV. How would you feel?

- Suppose you sponsor a refugee for 3 months, but he moves to a different state without telling you. How would you feel?

- Suppose you show a refugee how to use the public bus system but he doesn't try to learn, preferring to call you all the time asking for a ride. How would you feel?

- Suppose you were helping me become adjusted to life in _____ (appropriate country), and the whole community knew I was your friend. Whenever we went out together, I would act in an unsuitable way, be loud in a movie theater, not stand in line at the supermarket or bus stop, etc. How would you feel?

Critical Incidents 2

Have different American speakers record the following comments. Play the tape to the class and allow them to comment on what was mentioned. How would the refugees act to avoid these comments?

- I wanted to help a refugee because I thought they were poor and starving but when I met the Ethiopian man we were sponsoring at the airport he had a camera and a stereo.

- I don't know why the refugee I helped never seems to act appreciative, or say thank you for my help.

Note: Critical Incidents examples 1 and 2 are drawn from the suggested classroom activities/lesson plans developed by IRS/ACNS Hong Kong.

- I bought many cans of American food for the Laotian refugee family staying with us. Why don't they ever eat it?

- Why is the refugee family our church is helping allowing their children to run around without proper clothing?

Lesson on Housing Situations

Critical Incidents 3

Please respond "yes" or "no."

_____ • Your toilet has been clogged for 3 days. You notified your landlord but nothing happens. So you call a repairman who comes and fixes it. Does the landlord have to pay the bill?

_____ • You are 2 weeks late in paying your rent. You come home one day and discover that the landlord has changed the locks on the door so you can't get in. Can the landlord legally do this?

_____ • You find a nice apartment and sign a lease that says you'll live there for 1 year and pay $300.00 a month. Six months later the landlord notifies you that he has a new lease for you and you must pay $350.00 a month. Do you have to pay the new rent?

_____ • Your neighbors are always having parties and making a lot of noise until early morning. You have complained to your landlord many times. Since the neighbors have signed a year lease, can the landlord do anything about it?

_____ • You move into your new apartment and discover that underneath the new paint are big cracks in the ceiling and walls. When it rains, water comes through. The landlord says he'll fix it but he never does. Can you call the police for help?

_____ • Before you move into your new apartment the landlord requires an extra payment of money, equal to 2 months rent, to cover any repair cost he may have to make after you move out. Can he legally require this from you?

_____ • If you are far behind in your rent, can a landlord call the sheriff to come and physically move you out of the apartment?

Note: Critical Incidents example 3 is drawn from the suggested classroom activity/lesson plan developed by SCF/EIL Indonesia.

_____ • Your apartment building is full of rats and cockroaches. After complaining many times to the landlord, you call the Board of Health who comes and inspects the building. They charge the landlord with negligence and fine him. The next month your landlord tells you to move out because you are a troublemaker. Can he legally do this?

_____ • You are moving out. When the landlord inspects the apartment he says that because of a crack in the bathroom mirror and some cigarette burns in the carpet, he will not return your damage deposit. You remind him that those problems were already there when you moved in. He insists that you did the damage and refuses to refund your money. Do you have to pay?

_____ • You have put some nails in your walls to hold up some pictures that you have. When you move your landlord returns only part of your security deposit because he says you damaged his wall and he'll have to repair it. Do you have to pay?

Culture Assimilator/Culture Capsule. These are brief descriptions of a situation where there is a problem or conflict and the student must choose from three or four different options the best course to follow. Each wrong option indicates why it would not be the best or most appropriate, when the answers are discussed.

EXAMPLE

CULTURE ASSIMILATOR

Lesson on the Concept of Time in America

(When the answers are discussed, the teacher indicates what is inappropriate about the incorrect options. Although some incorrect choices may be those sometimes made by Americans, they are not usually considered the "best.")

- You have a 3:00 appointment with a social worker but don't feel good that day. You should:

  a. Call in the morning to explain that you must cancel that appointment due to illness.

Note: Culture Assimilator example is drawn from the suggested classroom activity/lesson plan developed by LIRS/ACNS Thailand.

b. Wait until 3:00 then call.
c. Just ignore the appointment because your social worker sees a lot of people every day and your appointment isn't important.

Answer: (a) Whenever a person cannot make an appointment, Americans consider it necessary and polite to call and cancel or reschedule the appointment.

- A friend of yours works in the office of an American company. The other day she arrived at work late and explained to her supervisor that she had to take her relatives to the airport. The supervisor was angry because:

  a. She didn't believe the story.
  b. She felt that family matters should not interfere with work.
  c. She is not sympathetic to those working with her.
  d. The supervisor felt that the worker should have requested permission in advance to be late.

Answer: (d) An employee should make arrangements with her supervisor if she knows in advance that she will be late.

- A Vietnamese refugee turned down a job because he was only offered a one-year contract. He said he wanted a life-time job.

  a. He was right to refuse the job because it was not stable.
  b. Americans only take life-time jobs in one company.
  c. He was wrong to refuse the job because he could get a lot of experience from any job.

Answer: (c) Americans usually take their first job for the experience of working and building up new skills. Many jobs in America are based on one-year contracts.

- You arrange with an American friend to meet at a coffee shop entrance at 12:00 noon. On the way to the coffee shop, you meet some friends and stop to talk with them. By the time you arrive at the coffee shop it is nearly 12:25. You explain what happened to you American friend, but he seems annoyed, why?

a. He is thinking about his telephone bill.
b. He is hungry.
c. You've kept him waiting for 25 minutes.

Answer: (c) The American is probably annoyed because your delay was avoidable. Since you both agreed to meet at noon, that was the time he understood you would be there. Often when foreigners come to the United States, they remark that American sense of time is not as flexible as that of many other nationalities. Being punctual is important, and helps to make a good impression.

- You are invited to dinner at an American's home. The invitation said to come at 8:00 p.m. You arrive at

a. 7:30
b. 8:00
c. 8:30
d. 10:00

Answer: (b) It is always appropriate to be on time. You should never be more than 15 minutes late for a dinner party. If you think you will be late, call your hosts and let them know.

Parallel Descriptions. This is a back and forth dialogue in which students describe their own experiences in their native country and you describe related conditions or circumstances in the United States.

EXAMPLE

PARALLEL | DESCRIPTION

Lesson on Housing

(The teacher should note the answers to the questions on a blackboard or poster/newsprint to make comparisons.)

Note: Parallel Description example is adapted from the suggested classroom activity/lesson plan developed by Pragmatica, International/Thailand, part fo the UNHCR Intensive ESL and Cultural Orientation Programs in Southeast Asia.

- Do people in Laos/Ethiopia/Vietnam/the Soviet Union/etc. move (= change places of residence) very often?
- How do they find a new place to live?
- What do they consider (= what things do they think about) when they look for a new place to live?
- In Laos/Ethiopia/Vietnam/the Soviet Union/etc. do people usually live in places that they rent or places that they own?
- Which is better in Laos/Ethiopia/Vietnam/the Soviet Union/etc.: to rent a place to live or to own a place to live? Why?
- In Laos/Ethiopia/Vietnam/the Soviet Union/etc. do most people own the places where they live or do they rent them? Why?

After the questions have been answered by the students, the teacher then answers the question using a comparative description from the American perspective. For variety and change of pace, the teacher should provide the description of the U.S.A., sometimes immediately following the students' answer to the question, sometimes after a few questions have been answered. The teacher should also note the answers for the U.S.A. so it is possible to review by going back and comparing the major points for each answer.

◆◆◆◆

Self-Awareness Inventories. These are usually checklists or lists of questions asking you to indicate an answer for yourself, for your native culture and for the new culture. These are good discussion starters if handled properly for talking about emotions, feelings and beliefs.

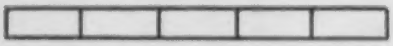
EXAMPLE

SELF-AWARENESS INVENTORY

Put an "X" in the box along the scale which approximates where you would rank yourself.

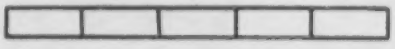
1. A person's identity lies

within himself as an individual — as part of a family, clan, class, caste, or tribe



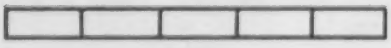
2. A person should place reliance on

others — himself



3. A person learns from

personal experience — the wisdom and knowledge of others



4. I am motivated by

a need to improve myself — a need to be liked

5. I view other people's motives as

basically mistrustfull and suspicious — basically trustful

6. I define friendship as

a loose concept applied to many people — a specific concept applied to a few people

7. In a social situation, I feel that friendly aggression (teasing, one-up-manship, etc,) is

acceptable, interesting and fun — unacceptable and embarrassing

8. I deal with conflict

directly with the other person | | | | | | indirectly through a third party

9. I approach activity with

a concern for "doing" things together | | | | | | a concern for "being" together

10. My usual pace of life is

quick, fast, busy | | | | | | slow, relaxed, steady

11. I solve problems by

analyzing the situation based on the goal to be achieved | | | | | | classifying the situation according to past knowlege or experience

12. I define time

a. in terms of the future | | | | | | in terms of the past

b. in a general way such as days, weeks months or seasons | | | | | | in precise amounts such as minutes and hours

c. as a limited resource which should be valued and not wasted | | | | | | as an unlimited resource which one does not think very much about

13. "Nature" is

mystical and controlled by fate | | | | | | physical and knowable by scientific investigation

14. I am generally

very concerned about cleanliness | | | | | | indifferent to cleanliness

15. I feel ultimately that

what is desired can be achieved if one works hard | | | | | | achievement of what is desired is limited no matter how hard one works

EXAMPLE

Cross-Cultural Awareness Inventory

Put an "X" in the box along the scale which approximates where you would rank the dominant American culture, your own culture and yourself concerning the following issues.

1. Youth should

show deference to wiser elders | | | | | | lead progress in the country

You

Your own culture

American culture

2. The expression of feelings should

be suppressed | | | | | | be freely expressed

You

Your own culture

American culture

3. Concerning personal beliefs,

behavior should conform to the dominant way of life | | | | | | beliefs should be asserted

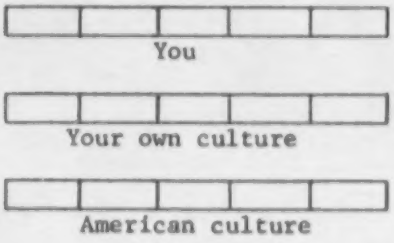
You

Your own culture

American culture

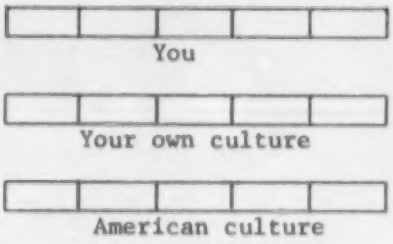
4. In your life direction you should

follow self-determined course — do what is needed of you



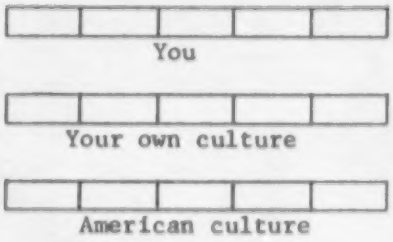
5. Problem solving should be

deliberated, logical — instinctive, implusive



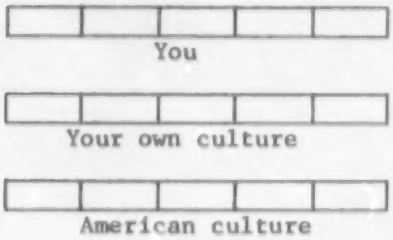
6. Manual work is

to be risen above — good for anyone



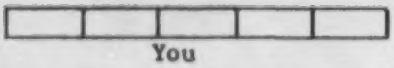
7. The best way to learn is

by mistakes — from others



8. Change

is possible with effort — happens by chance



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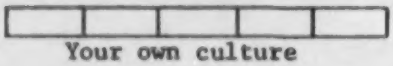
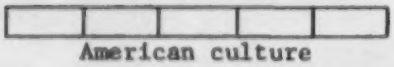


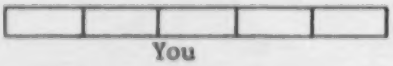
Your own culture



American culture

9. With regard to the family,

other relationships are valued as more important — there is a strong relationship and the foremost loyalty



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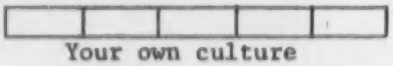
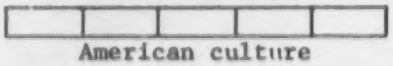


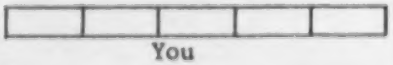
Your own culture



American culture

10. For the "underdog" there is a feeling of

empathy — scorn



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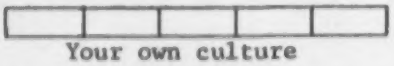
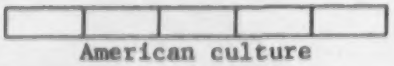


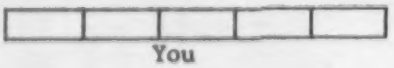
Your own culture



American culture

11. Authority is

resented and rebelled against — respected and valued



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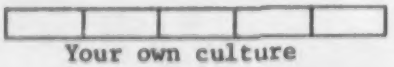
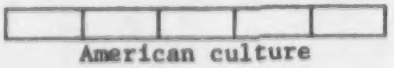


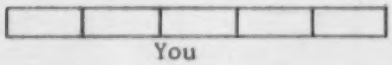
Your own culture



American culture

12. Inefficiency and red tape

are unimportant — can't be tolerated



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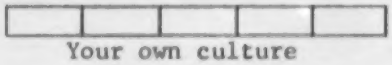
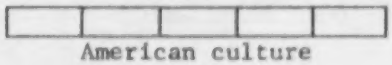


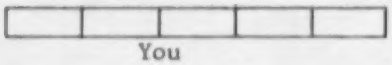
Your own culture



American culture

13. The style of communication is

tactful, indirect — open, direct



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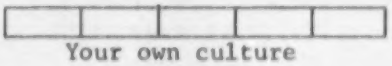
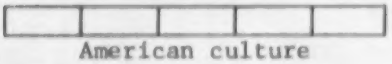


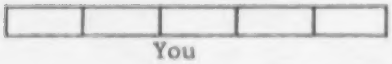
Your own culture



American culture

14. Elders receive

respect and deference — disrespect and disregard



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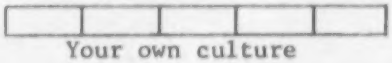
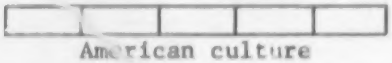


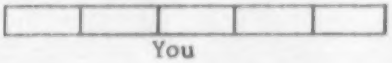
Your own culture



American culture

15. Concerning technology, it

is the foundation for progress in the future — needs control



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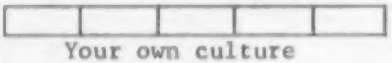
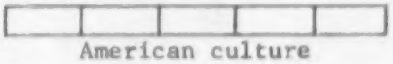


Your own culture



American culture

Case Studies. These are stories about other people who face a particular situation. The story may either include a resolution to the situation or set it up to ask the question: "What would you do if you were such-and-such?"

EXAMPLE

CASE STUDY

Lesson on Law in the United States

Case Study 1

Purpose: To help learner understand "self-defense, legal rights and responsibilities" in the case of an arrest.

I. Teacher reads the story "Legal Rights" (Change the name as appropriate).

LEGAL RIGHTS

Jean-Claude was walking to the bus stop after his English class one afternoon. Suddenly a big man grabbed him by the arm and said roughly, "Give me your wallet!" Jean-Claude was afraid, but he didn't want to lose his money. He tried to push the man away but the man held him more tightly, reached into Jean-Claude's pocket and took his wallet. As the robber tried to run away, Jean-Claude pushed him hard against the wall and the robber hit his head and fell down unconscious. Just then a police officer ran up and grabbed Jean-Claude. He said that he had just seen Jean-Claude hurt the other man and that he was going to arrest Jean-Claude. Jean-Claude didn't understand everything the officer said because of his English and he was afraid. The officer was asking him questions. Just then Jean-Claude's English teacher walked by and stopped when she saw Jean-Claude. She immediately realized there was a problem. She told Jean-Claude that he must give his name and show his identification, but that he had the right to remain silent, to ask for a free translator if he didn't understand everything and to get free help from a lawyer if necessary. The teacher said that Jean-Claude shouldn't run away or fight or argue with the officer but should go peacefully with him to the police station.

Note: Case Study examples 1, 2 and 3 are drawn from the suggested classroom activities/lesson plans developed by SCF/EIL Indonesia.

Then, later, if necessary, he had the right to a trial. The police took Jean-Claude and the robber, who by now was conscious again, to the police station.

II. Discussion of "Legal Rights"

A. What would you have done if someone tried to take your wallet like this? (Possible answers: run; give it to them without fighting; use Kung Fu, a knife or a gun to protect my property; spray the person with MACE; etc. Teacher discusses merits/problems of each idea.)

B. What were Jean-Claude's rights and responsibilities when the officer was trying to arrest him?

C. What do you think happened? (answer - there was a trial)

D. What is the meaning of self-defense in this case? Did Jean-Claude act in self-defense?

E. Who would win the trial and why? (Jean-Claude, because the robber had his wallet in his possession. Jean-Claude acted in self-defense and the robber had a previous police record; Jean Claude didn't.)

Lesson on Education

Case Study 2

Nguyen Thi Lam was in the 10th grade. She was taking math, science, English, history, physical education and one course that she chose, which was typing. She was doing well in her subjects and she liked having the chance to choose some of her subjects. However, one day she refused to go to the physical education class. At first she would only say she didn't like the class. When the teacher told her she was required to attend, Lam told her parents she was embarassed because all the girls wore shorts. Lam didn't like to be seen barelegged.

(Teacher asks students how they feel about this situation.)

Case Study 3

Ngou Chandra was in 10th grade in Georgia and she was practicing very hard after school to become a drum majorette. A drum majorette is a girl who precedes the band. The drum majorette performs feats of skill with a baton. She also wears a very short costume. Ngou Chandra was accepted to be a drum majorette and she went home very excited to ask her parents' permission.

(Teacher asks the students how they would feel if they were the girl's parents.)

Lesson on Cummunity Services

Case Study 4: Dialogue

Setting:

Vang and Juan are refugees, (Select names as appropriate.) They are not from the same country, but they are still friendly with each other. They live in the same apartment building. It is summer and the weather is hot. Juan lives on the second floor. The door to his apartment is open. Inside, you can see Juan sitting on the floor watching TV. He is wearing a wrap-around cloth and no shirt. He is smoking a cigarette and looks very comfortable. He is drinking something from a can, perhaps beer.

As the scene opens, Vang is coming home from his work at a nearby school. Vang works there with one other man. Together, they do most of the cleaning at the school. Today, Vang was working with a floor polishing machine. Now he is finished for the day. He is hot and tired, but he feels satisfied with another day's work completed. Vang walks up the stairs and through the hallway of the apartment building. Vang sees that Juan has the door open, so he walks over to say hello. Here is what they say after they say hello:

Vang: Hello Juan, you look comfortable.

Juan: Yes, I just heard good news. I talked to my brother-in-law today. He says I can continue getting welfare checks for a long time.

Vang: Have you looked around for any jobs?

Juan: The sponsor says I can get a job at the canning factory on the other side of town. But I don't want that. I was a

Note: Case Study example 4 is drawn from the suggested classroom activity/lesson plan developed by Consortium/Thailand.

farmer. What do I know about cans and factories?

Vang: You can learn such things. I had to learn to use a machine to polish floors. The first day I did very poorly. But now I can use this machine as well as anyone.

Juan: Well, maybe you like to work hard. Right now I am comfortable staying home. I don't have to talk to a lot of people I don't understand. Every month, the welfare check comes. My brother-in-law says this is the best way.

Vang: Maybe it is good now, but think of your future. I was a farmer too, and I don't know much about these new jobs. But now I am learning new things. The boss says I am a good worker. Next year I will get a better job and more money. You will have to start from where I was last year.

Juan: How much money do you make in one month.

Vang: About $600 a month, before taxes.

Juan: The welfare check for me and my family is almost that much.

Vang: Yes, but you must plan for your future. Who will take care of you?

Juan: The sponsor or somebody will. They are just like brothers and sisters to me.

Discussion:
Share your ideas about this story with other in your group.

Field Trips. Getting out of a classroom or habitual learning situation is sometimes the best approach -- doing the real thing. A session on community services, for example, could start off with classroom-type activities and end with a trip to the library, firehouse, police station, or town hall.

Guest speakers. This is a good way of getting different people in the community involved and for aquainting the refugees with key people in the community.

Culture Fair/International Day. This is also an activity which can involve the wider community and provide for a two-way exchange of information -- American and the refugees' culture. It could conceivably be done as a group or program project to mark the end of the program cycle or a special holiday.

There are many other activities that can be used in a session, depending on the nature of the topic being covered.

SAMPLE LESSON

On the pages that follow are sample lessons to show how all of the things that we have been discussing here can be put together.

SAMPLE LESSON 1

LESSON: AMERICAN LIFESTYLES

TOPIC: FAMILY STRUCTURE

OBJECTIVE	INFORMATION/PREPARATION	ACTIVITIES	MATERIALS
Learners can list their reactions to several examples of American family structure.	Decide on an appropriate way to present the situations in part II. Can they be role played? How? Can you use pictures? What sort of pictures? What other ways can you think of? Finally, you will need sets of socialized posters for part III.	I. COMPARING FAMILY STRUCTURES 1. Using visual aids, learners should describe typical family structures as they know them in their own country. Encourage the learners to include the following details, and any others you think appropriate: a. How many members are in a typical family? What is the relationship among them? b. Where do all the members of the family live? In the same house? How are the sleeping areas used? c. What happens when a son gets married? Does the new wife join the family? What happens when a daughter gets married? d. What is the role of the older people in the family? Do the older people need special care? Who takes responsibility for this? e. Who brings money into the family? Do women take jobs outside the house? Why or why not? f. Who does the housework? Who cleans, cooks, and washes? Who fixes things that break? Who makes sure the children behave properly? Does everyone help with the work? Why or why not? II. STRUCTURES OF AMERICAN FAMILIES: A FEW EXAMPLES Present the following situations as you prepared them in your training group. Lead discussions about each situation. 1. Beth is 19 years old. She is not ready to get married. She wants to be independent, to learn to get along by herself. She has found a job at the local supermarket. With a friend, she will get her own apartment. She will not live with her parents. Beth's parents think she is old enough to leave the house and support herself. Beth will visit them often, and they can talk on the telephone whenever they want. a. Do you agree with Beth's parents? Is she old enough? b. How do you feel about young men and women who want to be independent and support themselves? Why do you think young men and women often choose to live away from their parents? c. How would you feel if you were Beth's parents? 2. Mack and his wife both work. Today Mack is home early and his wife works late. Mack fixed dinner for the children, washes some clothes, sweeps the kitchen, and cleans the bathroom. Mack thinks it is important to help with the housework, because his wife has a job too, and she works as hard as he does. Mack does not think of housework as women's work. a. Do you agree with Mack? Is it good for men to help with the housework? b. When Mack's wife comes home and sees the house looking neat and clean, what do you think she will say?	Teachers should provide students with visual aids that can be used to represent family structures. These can be drawing materials, puppets, or whatever you choose.

c. Can the young boys and girls also help with the housework? In what ways?

3. Emma and George are retired. They live alone in a small apartment. Next week, George will be 68 years old. He and Emma get a check every month from social security. Both he and Emma worked for more than 40 years, so they also get money from a company retirement fund. Emma and George have three grown children who are married. Two live in other cities. One lives in the same city, but not in the same neighborhood. Emma and George see their grown children a few times a year; the whole family joins together at Christmas. Emma and George think, "Life is hard, but life is good."

a. Why do you think Emma and George say, "Life is hard, but life is good"?

b. If you were in this situation, how would you feel?

4. Layla is divorced. Her two children live with her. One is 3 years old and the other is 9. Layla has a good job which pays well. During the day, she sends the youngest child to a day-care center. She pays for this service. The older child goes to a public school most of the day, then stays with a neighbor for a short while, until Layla gets back from work. The children's father lives in another city. The children stay with him one weekend each month. Layla is confident she can raise her children properly. She does not want to marry again now. She can do it alone, she feels.

a. What sort of person is Layla? How do you feel about her?

b. Layla thinks it is important to succeed alone, independent of other people. Are there some situations when you feel this way?

5. Ann and John have been happily married for 6 years. They just had their second child, a boy named Gregory. Ann and John think two children is enough. They will plan the future so that the chances of having another child are low. Ann and John think it is easier for them and better for the children if the family is small.

a. Some Americans choose to have many children. Why do you think Ann and John prefer a smaller family?

b. Choices about the size of families will be discussed in another lesson. What more would you like to learn about this?

III. SERIALIZED POSTERS

1. Divide the learners into groups. Give each group a set of four posters. Ask the learners to look at the pictures and make up a story based on the pictures. They will tell their story to the other groups. The learners may arrange the pictures in any order they choose, according to the story they wish to tell.

2. All groups should tell their story to the other members of the class. Learners should point to the pictures as they tell the story.

3. Lead a discussion about the similarities and differences among the stories that have been presented. Consider the parts of the stories that relate to family structures in America, and the learners' reactions to them. Arrange discussion questions to focus on these points.

NOTE: This lesson is adapted from the suggested classroom activity/ lesson plan developed by The Consortium in Thailand, part of the UNHCR Intensive Cultural Programs in Southeast Asia.

SAMPLE LESSON 2

LESSON: AMERICAN LIFESTYLES

TOPIC: PARENT-CHILD RELATIONSHIPS

OBJECTIVE	INFORMATION/PREPARATION	ACTIVITIES	MATERIALS
Understand parental responsibilities and children's rights in the U.S.		In 5-6 small groups, have the students pick a recorder and list what were parents' responsibilities towards their children in (country). On the other half of the paper ask the students to write what their responsibilities will be for their children in the United States. Mention education and child care practices. Write the combined lists on the blackboard. Add these points if the students did not mention them. EDUCATION 1. Enrollment in school 2. Inoculations for school (Immunization) CHILD CARE 1. Leaving children unattended (talk about consequences)	
Understand the implications of adapting to a new culture.	Stress: Every child needs parents' time and affection. If parents are too busy working, spend little time with children, and show no interest in their activities, conflicts may arise.	I. DISCUSSION QUESTIONS Ask students how they think their children will change in the United States? Will they dress and act like Americans? Will they want to date? Will they learn English and American culture faster? How will these changes affect their attitudes towards their parents? II. SITUATIONS 1. You get a letter from your child's teacher or school official about wanting to see you concerning your child. How would you feel? What would you do? 2. After a year or more in USA your child starts talking back to you. How would you feel? What would you do? 3. The child wants to speak English at home—he doesn't think his family's language is important. How would you feel? What would you do? 4. Your child keeps saying, "My friend Johnny does it, why can't I?" How would you feel? What would you do? (e.g., Staying out late, eating junk food, hanging out with other kids, dating, etc.) III. MINH'S STORY (Change to a name which is appropriate for your group) Minh arrived in the United States in 1977 with his father, mother, brother and sisters. Minh was 11 years old when he arrived.	

99

Minh enrolled in the local school, where he learned to speak English well in a very short time. He also had very many American friends. Minh would translate for his parents, help them with writing checks to pay the bills and help them with the many different customs in the United States.

This year Minh started to dress and act like his American friends. He told his parents he wanted to begin dating like his American friends. His parents said no because he was too young. Minh became very angry and refused to translate for his parents anymore. His parents became angry, too! Minh began to act more and more like Americans. He seemed ashamed that he was (insert nationality). When Minh's father would tell him how he should behave or try to correct him, Minh would say, "You don't know the ways of this country, so you cannot tell me what to do."

Minh's parents went to visit refugee friends who had been in the United States since 1975. They asked their friends what they should do to make Minh obey the old ways in (country).

Their friends told them that they had similar problems with their son. They had learned there are 3 ways for children and parents to act in the United States. The traditional way--parents and/or their children act the same way the did in their native country.

The American way--parents and/or their children try to forget the past and do everything like Americans.

The Middle way--parents and/or their children choose a way of life that combines the customs of America and the native country.

Eventually, Minh and his parents came to an agreement about the ways to live in the U.S. Minh became proud of his culture and his parents learned more about the U.S.

Which of these 3 ways was Minh's parents acting?

If Minh and his family are going to live in harmony, which of these 3 ways should they choose?

In the United States, will the parents always know more than the children?

Can children teach their parents in the United States?

Understand American attitudes toward elderly.

DISCUSSION QUESTIONS

1. How do you feel about children making decisions without consulting you?
2. What is the "generation gap"?
3. What part did your grandparents play in your life?
4. What makes the life of an old person different from yours?
5. Why are so many old people lonely? What can be done to help them?
6. If an old person is not feeling well and cannot take care of himself, will he be happier in a nursing home or in the home of one of his children?
7. Do you think that nurses and social workers can better look after old people?
8. What is the attitude towards old people in your country?
9. Are there any notable dissimilarities between the life of an old person in the city and one in the country?
10. Are old people in your country happy?
11. Do you think old people wish to be young again? Why or why not?

NOTE: This lesson is adapted from the suggested classroom activity/ lesson plan developed by ICMC in the Philippines and SCF/EIL in Indonesia, part of the UNHCR Intensive Cultural Programs in Southeast Asia.

SAMPLE LESSON 3

LESSON: HOUSING

TOPIC: STORING FOOD AND NON-FOOD (HOUSEHOLD) ITEMS

OBJECTIVE	INFORMATION/PREPARATION	ACTIVITIES	MATERIALS
Understand safe storage of food and non-food items in the home.	Many things are different about storing food and other things in the American house. Because Americans like to keep everything clean and they like to save time, they have many different products for cleaning. Most of these products must be stored carefully because they are dangerous to children. Food items are stored differently because Americans have refrigerators and upper and lower cupboards to put things in. In (country), what did the students use in the house that was not safe for babies to reach? (possible answers: knives, kerosene, soap, matches...)		
a. Students can distinguish food from non-food items	Before we can decide how to store things safely, we need to know what they are. Sometimes a sponsor may provide a refugee with some cleaning products, medicines or foods which the refugee doesn't understand. If you aren't sure what is inside a container, it is important to keep it in a high place, out of reach of children, until you have a chance to ask your friend, sponsor or teacher what it is.	SORTING ITEMS Here are some products that look similar to what might be in your new home, or that you might buy. Conduct game in following way: 1. Set up three tables in the center of the room. Put big numbers on each table: Table 1, 2 and 3. On Table 3, put 6-10 items. Put the others away for now. Explain that the next activity is a game. On Table 1 put items that can be eaten. On Table 2 put items that cannot be eaten. Demonstrate. Put an orange on Table 1. It is something we can eat. Put a box of detergent on Table 2. This is an item we cannot eat. 2. Ask two learners to come to the center of the room. Tell them to choose an item from Table 3. If they think it is food, they should put it on Table 1. If they think it is an item we cannot eat, they should place it on Table 2. If they don't know whether we can eat it or not, leave it on Table 3. Ask another pair of learners to come and put an item on Table 1 or 2. Do not comment on their choices. 3. After 2 pairs of learners have been unable to move any more items from Table 3, ask another pair to come up. Ask them if they want to change anything. Repeat this with other learners. 4. When appropriate, show the correct placement of items on Table 1 and 2. Briefly explain why. Ask the learners if it was difficult to choose. Lead a discussion: What clues did they use? Ask them to list the clues. Ask the learners what they will need to learn about products that they may have trouble identifying. 5. Play the game again, but change the criteria for Table 1 and 2. Table 1 will be for items safe to have around young children. Table 2 will be for items dangerous to children. These dangerous items we should label KEEP OUT OF REACH OF CHILDREN. If the game was very easy for the learners the first time, add more items to Table 3. Give them more things to choose from. If learners are unsure about whether to put something on Table 1 or 2, they can leave it on Table 3.	Various packages, including food, non-food, dangerous and safe products. Some packages should have labels which give clue to the contents (both by picture and by name). Others should have labels which give no clue to the contents.

6. Lead a discussion about what was easy and what was hard, what clues the learners used, what more the learners would need to know about identifying products.

7. Repeat the game again and again, if there is time and need. Use both criteria: edible and non-edible; and safe for children and KEEP OUT OF REACH OF CHILDREN.

8. Ask what other dangers they anticipate in using products left in the apartment by sponsor, friend, previous tenant, or that they buy in supermarkets (not knowing how to use, flammable, burns skin or eyes, poison...).

9. Discuss ways that learners think they may be able to find out the safe ways to use/store these products.

b. Students can demonstrate knowledge of proper methods in food storage.

A. Storing food is very different in the American home. There are two reasons for this.

1. Americans have refrigerators which can keep food from spoiling for long periods of time.

2. Most Americans usually shop for food only once or twice a week, rarely every day. Shopping for more than one day:

Saves time (transportation problems)

Saves money.

a. Buy sale items in quantity and save or freeze.
b. Sales--read and evaluate carefully.

It is important to make a list of those items needed for a week before shopping.

a. When purchasing meat, you can purchase large quantities and freeze those that will not be used immediately.

b. It is generally cheaper to purchase meat in larger quantities.

B. Where to store food

1. Refrigerators--they are used to keep foods cold and fresh.

Find out if students had or used a refrigerator before.

- a student who had or used one may describe the use and parts of a refrigerator to class.

- class can ask him questions.

a. Most food items can be stored in the refrigerator--such as meat, eggs and other diary products, vegetables, fruit and beverages.

b. Some items will be labelled requiring refrigeration.

c. Left-overs can also be stored in the refrigerator.

2. There are cabinets in the kitchen for storing of other foods.

a. Items such as rice, canned goods, cereal, noodles, etc., do not need refrigeration. They can be stored in the cabinets.

C. Explaining the use of the refrigerator

1. For all of the reasons we just talked about, it is convenient to shop once a week. If you shop only once a week, it is important to plan in advance how much food you will need for each day and to know how long various foods can be kept safely without spoiling. Always remember that if you want to shop every day, as may be the custom in

Divide the class into 3 groups. Each group gets a bag of different American products, some of which must be frozen, stored in the refrigerator or cabinet. Allow the groups a few minutes to discuss what should be done with their food. When they have decided, have them actually put the food in the refrigerator.

.Refrigerator
.Food storage wraps
.Containers for left-overs

LESSON: HOUSING

TOPIC: STORING FOOD AND NON-FOOD (HOUSEHOLD) ITEMS

OBJECTIVE	INFORMATION/PREPARATION	ACTIVITIES	MATERIALS
	your country, you can do so. Because it isn't always easy to shop every day in America, it may be helpful to you to think about planning and storing food for a week at a time.	freezer or cabinet. If they make a mistake, then ask the rest of the class where it should go.	•Packages and cans of American food
	2. What food items do you think will spoil if you don't eat them until a week after you buy them? (Possible answers: meat, fish, milk, cheese, juice, some fruits, bread, ice cream, etc.)		
	3. These are things you can keep in the refrigerator. If the refrigerator is kept cold, most milk and dairy products will stay fresh for about 5-7 days. Meat, fish and chicken will only stay fresh for about 2-4 days. If you want to keep it fresh for longer, you may freeze it. Once you freeze meat, you can leave it in the freezer for 2 weeks to 1 month and it will still be good when you take it out. When you are ready to cook it again, take it out of the freezer and put it in the refrigerator overnight or leave it outside of the refrigerator for 2-3 hours. Be careful not to freeze meat again after you have unfrozen it or it will not be healthful.		
	4. What other ways do you think you might want to use the freezer? (Possible answer: storing food that you have already cooked; bread; juice)		
	5. There are some things that you can't freeze:		
	a. Raw fruit and vegetables b. Eggs		
	6. When you store things in the refrigerator, the way you store them is important.		
	a. Freezer		
	1. Dehydration 2. Don't store liquids in glass containers 3. Use plastic wrap or containers.		
	b. Refrigerator		
	1. Smells and tastes 2. Plastic and glass containers		
	C. How to prepare food for storage	After the groups finish the first assignment, then give them some open cans, storage containers with lids and plastic storage wrap. Ask them to show how to store left-overs. Ask the students if you can leave an opened can in the refrigerator for a few days. (No, the food will spoil.) Can they put a dish of food from which people have eaten back in the refrigerator? (No, the bacteria will build up.)	
	1. There are two compartments to a refrigerator for storage--a refrigerator and a freezer.		
	2. Use of containers for storage--food will keep well in an airtight compartment.		
	a. When using containers to store items in the freezer, remember that food items can expand.		
	b. Make sure the container has room to expand. Do not use glass containers in the freezer.		
	c. Once frozen meat thaws, do not refreeze it. It must be prepared to eat.		
	3. Use of wrappings for storage.		
	a. Wax paper, aluminum foil, plastic wrappings and bags are all items used in food storage.		
	b. If food items are placed in the refrigerator unwrapped, they can dry up and spoil.		

c. When food spoils, it usually discolors or becomes moldy!

d. All spoiled foods should be thrown out.

E. How long to store foods

1. Some items will have an expiration date marked on the container.

a. For example, milk containers have expiration dates marked on them.

2. You must watch for spoilage of foods in the refrigerator.

a. If you defrost some meat, it is important to prepare the meat one to two days after defrosting.

b. Only take that amount out of the freezer which you plan to use immediately.

Pass around some containers with expiration dates on them. Ask the students to read them and decide which are still good, and which are outdated. Make sure to stress the difference between the American style of dates (9-13-81) and the Asian/European style (13-9-81).

Food containers with expiration dates on them

c. Students can demonstrate proper way to store non-food items.

STORING NON-FOOD ITEMS

A. All cleansers should be carefully labelled and kept out of reach of children.

1. Some cleansers are poisonous and could kill you.

B. Keep all medicines clearly labelled and out of children's reach.

1. Some medicines are to be taken by adults only.
2. Also, you can take an overdose of a particular medicine and die.

C. Certain cleaning agents should not be mixed.

1. An example is chlorine bleach and ammonia.
2. Again it is best to keep out of reach of children.

D. One rule to follow to avoid these dangers is never to leave children unattended in the home.

Explain to the students that more children under the age of five die of poisoning in America than any other cause. Show how they can educate their older children to recognize the skull and crossbones on packages and bottles of cleaners and poisons. Demonstrate how they can put locks on the cabinets where they store medicine or cleaners. If this is not possible, they can at least store the products in a closet out of the reach of their children.

End the lesson by having each group of students make a poster for storing poisonous materials carefully.

poster paper

markers

containers of poisonous substances

cleaners, medicine and poster of "skull and crossbones"

locks for cabinet

NOTE: This lesson is adapted from the suggested classroom activity/ lesson plan developed by LIRS/ACNS in Hong Kong, SCF/EIL in Indonesia and ICMC in the Philippines, part of the UNHCR Intensive Cultural Programs in Southeast Asia.

REVIEW QUESTIONS

What food items do you store in the freezer?

How do you store food in the freezer?

How long do you think you can keep food items in the refrigerator?

How long can you keep leftover food in the refrigerator?

How often do you defrost a refrigerator?

Where do you keep cleaning products?

Can you keep canned foods in the refrigerator?

SAMPLE LESSON 4

LESSON: EMPLOYMENT

TOPIC: AMERICAN ATTITUDES TOWARD WORK

OBJECTIVE	INFORMATION/PREPARATION	ACTIVITIES	MATERIALS
Students can demonstrate realistic expectations toward employment in America.			
a. Students can demonstrate understanding of the concept of "upward mobility" and its implications to employment opportunities.	Taking entry level jobs and concept of "upward mobility." 1. "Upward mobility" concept--individuals have to continuously improve their economic or employment position. a. It means working up through different levels of a particular job or organization. b. Some people will start at the beginning level in an organization and work hard for promotion within the same organization. c. Other people will change jobs or organizations to upgrade their employment status. *This concept is difficult for many refugees to understand, mainly because it is common in their countries to go directly from school to a job and remain in that job for many years. 2. Many refugees in America have started in entry level jobs and advanced to higher positions. a. An example is a (nationality) man who began as a stapler of cardboard boxes in a factory and is now in charge of the Personnel department. Considering the concept: "upward mobility" 1. Taking entry-level jobs--how <u>some</u> Americans feel a. Refugees should be satisfied to take any job--an entry-level job--then work their way to a better job by building a good work record. b. <u>Everyone</u> who is able should work. Those who do not work and depend on the government are a burden on society. c. Anyone who starts from "the bottom" and works his/her way to success is a hero. d. Many refugees expect too much from America--these are difficult economic times. e. Minority groups and others fear that refugees will take their jobs (opinion of <u>some</u>). f. Not <u>all</u> Americans hold the above opinions--you will meet all kinds of people.	A. List the first job and progressive jobs that either you or fellow teachers have had in America. The idea is to show upward mobility, and that even college students work at manual labor jobs to earn money. Mary Jones: 16 years old - Worked in a bakery 17 " - Clerk in an office 18 " - Typist in same office 19-21 " - Teacher during summer 22 " - Management trainee 25 " - Manager of an office 29 " - Assistant manager of entire plant 34 " - Manager of different company Dave Kean: 14-16 yrs old - Cut grass during summer 16-18 " - Worked in factory during summer 18-20 " - Factory worker 21-25 " - Foreman in factory 25-32 " - Salesman 32 " - Sales manager B. <u>Job list</u> - Students make a list of jobs that can be done by men/women. C. <u>Ranking</u> - Students place each job into each step of a staircase from lowest paid to highest paid job. D. <u>Making choices</u> - Students tell the teacher of the possible starting point (job) for them, based on skills and experiences. E. <u>Goal setting</u> for advancement - Teacher asks student to think of the following questions: 1. How long will you work as a busboy, etc.? 2. What can be your next target job? 3. Will your experience help you to qualify for your next target job?	<u>Examples of Jobs: Short descriptions</u> 1. Sales clerk, bicycle & hobby shop a. Make keys b. Put bicycles together c. Ring up sales, help to sell hobbies & bicycles 2. Waitress, fast food restaurant a. Prepare food b. Serve food 3. Resort Work, waitress a. Various hours (early morning; late evening) b. Wait on tables c. Clear tables 4. Cashier for a restaurant 5. Hostess job - seating people for meals 6. Bank teller a. Cash checks b. File checks into individual checking account c. Work with large department store accounts, taking their money and depositing it into their account.

2. Getting higher paying jobs--how many Americans feel

   a. An employer wants to see a good work record before hiring anyone for a good job.

   b. Anyone who builds a good work record at an entry-level job will be rewarded by pay increases, promotion, or the chance for a better job.

   c. This is how most people become successful in America--they climb the "ladder of success."

7. Flight attendant

   a. Work on the airplane in the cabin

   b. Make sure safety standards are maintained

   c. Administer first aid if someone gets ill or has an accident

   d. Serve drinks and food

8. Sandwich factory (at age 16)

   a. Assembly line work, consists of assembling a sandwich as it is conveyed on a conveyor belt

   b. Placing said sandwich in a box for sale

9. Assistant work in a pharmacy

   a. Cashier

   b. Filling prescriptions

   c. Assisting customer; answering questions about prescription drugs.

10. Assistant school teacher - secondary level

   a. Subject taught: English composition & literature

b. Students can discuss some of the attitudes Americans have toward work.

Refugee Responsibilities in Employment

A. Refugees should take whatever job sponsor finds for them (even if it pays little money and refugee has higher qualifications) for the following reasons:

1. Attitude. Americans believe that a good attitude towards work is to start at the bottom (low salary) and work your way up (higher salary) through hard work and sacrifice.

2. Money. Having a job means money in your pocket and not having to rely on your sponsor.

3. Unemployment. Unemployment in America is quite high. There are not many jobs available, especially for the people who do not speak English.

4. English or Job? It is better to have a job and learn English in refugees' free time rather than vice-versa because a:

   a. Refugee can practice her/his English at work.

1. OPEN-ENDED STORY

(Change names as appropriate for your group.)

Mr. Samphy, his wife Sutiwan and their two children aged 6 and 10 were all resettled as a family in Chicago. Mr. Samphy's sponsor found him a job at a factory at $3.25 per hour. Sutiwan found a part-time job at $3.00 per hour working in a hotel from 9:00 in the morning till 2:00 in the afternoon. That way Sutiwan could make sure the children were safely sent off to school at 8:00 in the morning and she would be back from work by 3:00 when the children returned home at 5:00 p.m. in the school bus. Samphy finished work at 5:00 p.m. and was home by 6:00.

At 7:00, after dinner, Samphy and his wife went to English class for two hours, three nights a week, to improve their English in the hopes of getting a better job in the future. On the weekends in their free time, the whole family would go picnic in the city park, go visit friends living nearby, or occasionally go to see a movie.

Although Samphy had been working at the factory for one and a half months, he didn't really like his job. The work

LESSON: EMPLOYMENT TOPIC: AMERICAN ATTITUDES TOWARD WORK

OBJECTIVE	INFORMATION/PREPARATION	ACTIVITIES	MATERIALS

b. Refugee can learn about the transportation system in her/his area by "commuting" to and from work. (Refer to Sutiwan in the story.)

c. Refugee can organize her/his time on a daily schedule.

d. Refugee can make American friends at work who may invite the refugee to participate in their social functions, and vice-versa. (Explain this in detail.)

e. Refugee can learn about American culture through work. (Give examples.)

5. It is very important, nevertheless, that the refugee makes sure that he/she has access to English classes outside of work so that he/she can improve his/her English and start looking for better jobs for the future.

B. Refugees should remember that in America, most workers get paid by the hour. So it is important to plan his/her time and use it constructively because "time is money." (Refer to Samphy and Sutiwan's salary per hour and point out how they use their time constructively.)

1. "Time is money"

Many Americans are paid by the hour.

a. This means that the more hours one works, the more pay one receives.

b. Because of this, Americans consider work time very important.

Americans separate work time from leisure time.

a. If you are required to work eight hours a day, your employer will expect you to work a solid eight hours.

Oftentimes, work is very intense as a result of this.

b. When you finish your work time, you are free to use your time however you wish.

Because of the intensity of work, relaxation plays an important part in an American's day.

2. Because "Time is money," being punctual to work is very important.

If you are late 15 minutes for work, your employer only sees that he lost 15 minutes of production in his company.

a. As a result, he will deduct 1/4 hour pay from your weekly salary.

was hard and the lunch break was only one hour. Sometimes Samphy did the work incorrectly because he didn't understand English and then the boss would get angry with him. Samphy was unhappy.

One day, when the boss got angry with him again, Samphy walked out of the factory and quit his job.

One week later, he went to see his sponsor to ask for money to pay the monthly rent for his apartment. The sponsor told him that it was his own responsibility now, since both he and his wife were working. Samphy then told the sponsor that he quit his job a week ago. The sponsor was very upset with Samphy. He told Samphy there were no jobs available now and Samphy should look for a job by himself, or ask his friends to help him look for a job, or go to an employment agency. The sponsor also told Samphy to come in three weeks and maybe there might be some jobs available then. About the rent for the apartment the sponsor told Samphy to borrow some money from his friends to pay it for this month. Samphy was very sad and didn't know what to do.

Questions on the Story

1. Where do Samphy and his wife work?

2. How much money per hour do they earn?

3. What time does Sutiwan start work and what time does she finish?

4. Why does she only work part-time?

5. Why do Samphy and his wife go to learn English in the evening after a hard day's work?

6. What are the three reasons why Samphy is unhappy at his job?

7. Why did Samphy quit his job?

8. How could he have avoided quitting his job? (Lead a discussion on this question.)

9. Do you think Samphy should have waited a whole week before he talked to his sponsor? Give reasons.

10. Do you think the sponsor was being unfair to Samphy? (Cross-reference Sponsor and Refugee responsibilities lesson.)

11. What would you have done if you were Samphy?

12. How would you prevent yourself from getting into a situation like this?

II. Ask several learners about their friends and relatives in the USA. How do Americans feel about refugees working in the USA? How do they feel about those who do not work? As a group, compare the information the learners have already with the information in the outline.

It is always best to be on time.

a. Many of the problems that arise with an employer often have to do with tardiness.

b. To avoid some of these problems, be prompt.

3. Considering the concept: "time is money"

Hourly pay rates--how many Americans feel

a. A full week is 40 hours, 8 hours per day for 5 days.

b. Everyone should work hard for their pay, but not too hard.

c. An employee should receive overtime pay for anything over 40 hours.

Time use and time waste--how most Americans feel

a. Wasting time is the same as wasting money.

b. Working time--money-making time--takes priority over almost any social engagement.

c. One should keep busy, or at least look busy, during working time.

d. Talking and joking a lot, reading the newspaper, eating doughnuts with coffee, talking to friends on the phone, staying out to lunch too long; these are common ways to "waste time" during working hours.

III. Find some volunteers to role play ordinary Americans. Students or teachers can act as newspaper or TV reporters. Ask the ordinary Americans their opinions about refugees working in America.

IV. Prepare some problem situations, or case studies of cross-cultural incidents, which relate to attitudes toward work. These should be real or fictional incidents with possible conflicts in attitudes. Role play the situations and ask the learners what they might do in the same situation. Here are some ideas to get your thinking started. (Change names as appropriate.)

a. Bot wants to be an electrician. A friend of the sponsor offers him a job as a janitor.

b. Lek did not expect to work in America. She has always stayed home to take care of the house and children. Now she finds many people expect her to work. She is not sure what she can do.

c. Pom has worked as a house painter for six months. He wants to be an auto mechanic. He is becoming impatient.

d. Nut cannot understand why the people at work seem unfriendly. They do not talk much, and no one seems to enjoy joking and laughing. She wants to find a job where there is more fun.

e. Waow's cousin arrives from another state. Waow decides she will not work for the next two days.

V. Ask the learners to brainstorm a list of American attitudes toward work. Ask the group to identify any that might cause a problem for refugees in America. Discuss solutions.

VI. Divide the learners into two groups. One should list common attitudes toward work in their own country. The other should list American attitudes, as they learned them in this lesson. The whole class can then compare the lists and discuss similarities and differences.

VII. Sometimes it is difficult for refugees to work in America. However, many thousands are now working. Ma[illegible] are supporting themselves and their families, without depend[illegible]ng on the government. Why do you think so many are successful? What do you think it takes to be successful in the job market in America?

VIII. Discussion Questions

1. Who works in your family?
2. What is a suitable job for men/women?
3. Can women do the same work as men?
4. Do you think men/women should be paid the same?
5. Does it matter if a woman earns more than man?
6. Do you think some workers are overpaid/underpaid?
7. Do you think some workers should be paid better than others?
8. How long do you hold onto a job?
9. What does it take to build a good work record?
10. How much time do you spend working?
11. Do you receive your pay/wages on time?
12. Do you have sick leave/vacation?
13. What are employee's rights?
14. Can you argue with your boss?
15. What happens if you're late/absent from work?
16. What do you think about manual work?
17. Do you think housework is work?
18. Is it possible to have a society without work?
19. What skill do you have now that can help you find a job in the USA?

NOTE: This lesson is adapted from the suggested classroom activity/ lesson plan developed by LIRS/ACNS in Hong Kong, The Consortium in Thailand, SCF/EIL in Indonesia and ICMC in the Philippines, part of the UNHCR Intensive Cultural Programs in Southeast Asia.

EVALUATION

It is difficult to evaluate orientation. In fact, many programs start and continue for months without having any way to tell whether the goals of the program are being met or not. However, it is important to think about evaluation in the planning stages to prevent finding out inadvertently later that the program is not succeeding when refugees stop participating or attending.

Evaluation can be on-going or it can occur at specific points throughout a program. Feedback from refugees and staff is valuable evaluation, and it can be done formally, using some of the same types of methods as for needs assessment, or informally. There should be some way of evaluating a refugee's progress in the program, not only for your benefit but also for the refugee's. It can be very frustrating not to know whether you have really learned or mastered something, or whether what you are doing is right or not.

CHECKLIST

PLANNING AND IMPLEMENTING PROGRAMS

DECIDING WHAT YOU NEED

_____ Identify clients/participants
_____ Identify existing programs/resources
_____ Assess needs of clients/participants
_____ Establish program goals
_____ Establish reasonable time frame for meeting the goals

PLANNING THE PROGRAM

_____ Establish intake and assessment procedure
_____ Establish recordkeeping system
_____ Arrange facilities
_____ Draw up budget and procure funding, as necessary
_____ Choose staff
_____ Train staff
_____ Establish advisory committee
_____ Publicize program

THE PROGRAM ITSELF

_____ Set objectives
_____ Create/adapt program curriculum
_____ Select methodologies
_____ Procure/create materials
_____ Establish schedule
_____ Conduct program
_____ Evaluate/assess program
_____ Modify/improve program

RESOURCES

ORGANIZATIONS

- Language and Orientation Resource Center
  Center for Applied Linguistics
  3520 Prospect Street, N.W.
  Washington, D.C. 20007

  800/424-3701
  800/424-3750
  202/298-9292

- Bridge Book Store
  CRE
  1800 Pontiac, Box 104
  Denver, CO 80220

- Center for International and Area Studies
  130 FOB
  Brigham Young University
  Provo, UT 84602

- East-West Center
  University of Hawaii
  1777 East-West Road
  Honolulu, HI 96848

- Intercultural Network, Inc.
  906 N. Spring Avenue
  LaGrange Park, IL 60525

- Intercultural Press
  70 W. Hubbard Street
  Chicago, IL 60610

- SIETAR (Society for Intercultural Education, Training and Research)
  1414 22nd Street, N.W.
  Washington, D.C. 20037

- SIMILE II
  P.O. Box 910
  Del Mar, CA 92014

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